Classroom Management Styles and Students' Performance in Basic Technology: A Study of Junior Secondary School in Bariga metropolis, Lagos State, Nigeria.

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Abstract
The paper identified classroom management styles in relation to students' performance in Basic technology. Five junior secondary schools in Bariga metropolis, Lagos state, Nigeria were used for the study. Two research questions were formulated to guide the study. Two hundred and fifty three (253) respondents were used for the study i.e. 16 teachers and 246 junior secondary school students. Survey research design was adopted for the study. The data were analyzed using percentage, mean and standard deviation. It was disclosed that Basic technology teachers adopted democratic and bureaucratic management styles when teaching Basic technology. It was recommended that female students should be encouraged to work with their male counterpart to improve their performances in Basic technology. Finally, Basic technology teachers should adopt democratic approach when teaching Basic technology to enhance effective participation of students in the class towards achieving the instructional objectives.

Keywords: Basic technology, Effect, Management, Performance, Secondary school

Introduction

Government expects that secondary education will provide trained manpower in the applied science, technology and commerce at sub professional grades (FRN, 2004). Basic Technology in the Junior Secondary School is an educational programme that leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Basic Technology prepares learners for occupations that require manipulative skills and knowledge for self – reliance. In general sense, the teaching of Basic technology involves both theoretical and practical instructions. Obi (2004) also noted that a teacher is expected to serve as monitor and guide the moral and personality development of his learners for the benefit of the society. To discharge this duty, the teacher must monitor students continuously and this

could be done on individual or group bases. By doing this, is carrying out what is known as classroom management.

Effective teacher is a teacher who is a manager that exercises his leadership role by setting high standards for him/her self and the students, focus on excellence and inspire all members of the classroom (students) to participate towards the realization of the class objectives. Dyikuk (2005) explained management as the process by which a cooperative group directs action towards common goal. He disclosed that management is very important in the life of any organization. It is the organ that overseas, directs, coordinates, supervises and controls the goals of the organization. While Hornby (2001) explained that management involves control and taking of decision in a business or organization. The team has a key role to play in the administration of a class or an organization as a whole. The body is vested with a wide authority and power to make decisions. Its influence can be far reaching and tremendous. It can as well go a long way in enforcing compliance with the rules and regulations as a result of the expertise of members. A teacher as an expert in his own area gives expert advice to his students and as a Leader of a class can create positive relationship between himself and the students using appropriate classroom management style. Adah and Ochepo (2014) explained that the rapid stride in technology education has contributed immensely to the emergence of new industries. Therefore, the presence of new technologies have given rise to demands for training and retraining in new skills in the existing and new occupational areas in order to make people fit into today's world of work. The only means to achieve this is the proper implementation of vocational technical education programme using appropriate classroom management style that will enhance training of people for the world of work. Adah and Ochepo (2014) further said that utilizing appropriate classroom management style such as democratic style will help to elevate individuals that are technically inclined to acquire skills for employment. When the national policy on education with respect to technical and vocational education is properly implemented, it will widen the scope of students in the field of technology education which is in tune with the objectives of educational system (9-3-4). The objectives include:

1) Provision of the prevocational orientation for further training in technology
2) Provision of basic technology for everyday living.
3) Stimulating creativity among the students.

It is not an every statement to say that some teachers used management styles that do not enhance learning of technical subjects. Gowon (2000) revealed that the importance of qualified technical teachers can't be over emphasized because no technical education programme can succeed without competent professional teachers. Basic technology is a programme with many objectives requires competency skills and effective classroom management styles for attaining its objectives.

The style of classroom management enables teachers to utilize resources, influences students' actions and facilitates changes in their behaviour in order to accomplish the instructional objectives. It is thus, a process of working towards the creation of conditions in which optimum use can be made of all available resources, method, finance, material and equipment in the classroom. A teacher being a good manager is expected to have classroom management style that will aid students learning. Teachers use different management styles in their classrooms to build a strong, positive relationship with their students and make their classroom conducive for learning. Some teachers strive to exhibit respect, open

communication and compassion to enhance learning in the class. Though, each teacher goes about it in a different way (Marquette, 2014). Classroom management styles are those styles that aid effective teaching and learning in the classroom. These management styles include permissive, authoritative and democratic. Applying any of these management styles sometimes depend on the situation the teacher finds himself (http://www.integratedlesson plans. Com/new_teacher2, html). Obi (2004) disclosed that classroom management style comprised of authoritative, democratic and laissez-faire while it is explained by some authors as classroom management profile. These classroom profiles are authoritative, authoritarian, laissez-faire and indifferent. All these profile are used by different teachers when teaching (http://www.education.indianaedu/cas/tt(v1i2/wh). In the same opinion, Marquette (2014) viewed classroom management styles as authoritative, indulgent, laissez-faire and balanced style. The balanced classroom management style combines the authoritative and indulgent management styles. These teachers set clear behavioural rules conduct an orderly classroom and guide the lessons just like a good authoritative teacher but they also keep the classroom student centered by allowing them freedom to voice their opinions, thoughts, and creativity through group discussions as an indulgent teacher might do. Students behave, learn and generally like their teachers under this type of management style. It is easy to look at other teachers and follow their styles of classroom management. Imitating other teachers' classroom management styles is a good starting point for new teachers. As a classroom manager, it is worthwhile to identify the concerns about classroom management and discipline. It is essential the teacher asks himself questions relating to aspects of his personality and values he thinks will help him to become a good classroom manager and those ones that can interfere. Another good way to analyze a teacher relating to classroom management is how he a builds classroom management profile. This includes individual quiz which gives a teacher well rounded and accurate picture of his classroom management style (Sasson, 2014).

This classroom management style according to Dyikuk (2005), includes bureaucratic management style, Autocratic management Style, democratic management style and laissez – faire management style. Autocratic management Style is the type that the manager (teacher) is self-centered. He is after the outcome, the teacher believes in himself. Mostly, decisions are made exclusively by the teacher, he dictates what should be done why the students follow without complain. There are no consultations before taking decision concerning students or workers. One can only tell that classroom management styles and techniques are effective if he applies it in the classroom and proves to be effective. Some teachers set their own rules for students to follow but it is good if the students are involved in making the rules. If the rules are agreed upon by everybody in the class, everyone will feel guilty of his own action if he contravenes the rule. There must be consequences for breaking the rules which should also be agreed upon by the class. Daily implementation of the rules is necessary for them to be reminded and their obedience to the rules (voice. Yahoo.com effective classroom management -elementary-1410957.html).

Democratic management style is class centered. It respects students' opinions within the classroom. Decisions are jointly taken, setting of objectives and achievement of objectives are shared. It demonstrates respect for every student in the classroom in which teacher's responsibilities are shared. It rests on the idea that members of the classroom should be involved in making policies and decisions that affect the students (http://www.cheedu/-whunter/chezoi/website/mgtstyle.html). Decision making concerning the class work,

assignment and field work are based on consultation, deliberation and participation among the students in the classroom. This implies that students and teachers participate in the administration and classroom management. Laissez-Faire management style is the type of classroom management style that entails "I don't care attitude". He takes passive stand towards the problem of the students in the classroom. Anything a student does in the classroom as far as it satisfies that student is acceptable by the teacher. The teacher lacks independent decision which results in low performance and little achievement of classroom objectives. Laissez-faire is a French expression being adopted for description of management style in the classroom where a teacher functions mostly through the student by allowing too much freedom to do what they like. Literarily, laissez-faire connotes lets people do what they wish while bureaucratic classroom management style is based on rules of the classroom. It believes in laid down rules and procedures and it emphasizes no deviation from the laid down rules regardless of prevailing circumstances. Similarly, some authors explained classroom management styles as authoritative, democratic, laissez fair but some people explained it to authoritative, indulgent, authoritarian and permissive (http://www.cheedu/-whunter/chezoi/website/mgtstyle.html). While others named it as authoritative, indifferent and laissez-faire styles. Authoritative teacher places limits and controls on the students but simultaneously encourages independence. The indifferent teacher doesn't impose ideas on students and often feels that class preparation is not important. He uses the same materials years after years for teaching. While the laissez-faire teacher places few demand or did not control students. He allows students to do anything they like. He accepts the students feeling, actions and he doesn't care to monitor them (Santrock, 2014).Classroom management style varies from one teacher to another depending on the topic of the lesson, the objectives of the lesson and the type of students taught. In managing classroom, the teacher is not effective when the objective of the lesson is not achieved. The authoritative style helps to produce students who are socially competent and responsible; it helps to produce students who are ineffective at social interaction; both indulgent and permissive styles help to produce students that are immature, show poor self reliant and exhibit poor leadership skills (wenning, 2004).

In the same vein, Wong and Wong (2001) explained types of management style as follows; authoritarian management style involves teachers placing firm limits on the students, students often have assigned seats, they must be in their seats at the beginning of class, they are not encouraged to move freely around the classroom; they do not interrupt the teacher; he often gives no indication that he cares about them. With respect to laissez-faire, the teacher establishes few rules; he may not be consistent when enforcing it. He may not address undesirable students' behaviour, he cares more about himself than students. Students may have lower motivation which effects class achievement while in indifferent management style, the teacher is not very involved in the class. He has few rules or demands and appears uninterested, lacks self control and confidence to discipline students. Therefore, it is expected that teachers adopt management style that will enhance the understanding of the lesson by students in order to reduce failure or students' lack of interest in Basic technology.

Statement of the Problem
Classroom management style used in the classroom has a lot to do with how students perform in the classroom. A teacher should therefore, emphasize learning to be child centered, set high standard for the academic and intellectual development of the child (Dyikuk, 2005). In Basic technology, it is expected of students to learn the common necessary technological skills required of him or her to operate small technological tools or capable of handling some

equipment which require effective classroom management style. Improper use of management style in the classroom often leads to lack of interest in Basic technology by students, affects students' performance, waste of resources and failure in achieving instructional objectives.

Purpose of the Study
The main purpose of the study is to determine the effects of classroom management styles in students' performance in Basic technology. Specifically, the study sought to :
1. Determine the performance of male and female students using various classroom management styles during Basic technology lesson.
2. Identify classroom management styles adopted by Basic technology teachers when teaching Basic technology.

Research Questions
The following research questions guide the study:

1. What is the performance of male and female students using different management styles during Basic technology lesson?
2. Which of the classroom management style adopted by teachers when teaching Basic technology?

Methodology
Design of the Study: A survey research design was used since the researchers investigated the effects of Classroom management styles on the Students' Performance using selected schools in Bariga metropolis of Lagos state.
Area of the Study: This study covered the following junior secondary schools in Bariga Metropolis in Somolu district two of Lagos State. These schools include National College, Gbagada; C.M.S. Grammar School, Bariga; St. Luke ·Grammar School, Bariga; Bariga Junior Grammar School and Oduduwa Junior High School, Bariga.
Population of the Study: The population of the study comprised of all the students in the five public Junior Secondary Schools recognized by Lagos State in Bariga metropolis and Basic technology teachers.
Sample and Sampling Techniques: Simple random sampling technique was used to select the five schools out of nine schools in the district. Out of five (5) schools used for the study, the researchers sampled two hundred and fifty (250) students out of four hundred and seventy (470) students used for the research work. Simple random sampling was applied to select fifty students (50) per school and all the Basic technology teachers were used i.e; 17 Basic technology teachers.
Instrument for Data Collection: Structured questionnaires were used for the study. Structured questionnaire is the type that restricts the respondents to the response options provided for them. The questionnaire had two sections. Section A focused on the performance of male and female students using various management styles by Basic technology teachers.
Section B solicited for responses from respondents on the classroom management styles adopted when teaching Basic technology. Section A used five points rating scale of Strongly Agree (SA) 5 points, Agree (A) 4 points, Moderately Agree (MA) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. While section B used percentage i.e; Excellent (EX) 80 -100%, Very good (VG) 60 – 79%, Good (G)50 – 69%, Fair (F)40 – 49% and poor (P) 0 – 39%. Students were asked to fill the instrument on section A while teachers were asked to fill the instrument on section B.

Validation of the Instrument: The questionnaires were subjected to face and content validation. The questionnaires were given to three experts in the department of Science and Technology Education, University of Lagos. The comments and observations made were effected and incorporated in the final copy of the instrument.

Method of Data Collection: The questionnaires were distributed and each of the respondents was required to fill it. After the filling of the questionnaire by the respondents, they were collected immediately by the researchers and two research assistants. Out of 250 questionnaires given out to students, 246 were returned while 17 questionnaires were given out to teachers and 16 were returned.

Method of Data Analysis: This research work involved analyzing research questions. The main statistical tools adopted for analyzing the data were percentage, mean and standard deviation.

Results

Research Question 1: What is the performance of male and female students in Basic technology using different classroom management styles?

Table 1a: The performance of female students in Basic technology using different classroom management styles

N = 16

S/NO ITEMS	EX	VG	G	F	P	REMARK
1.Female students, performance Mechanical trades when using different management classroom styles	3	2	2	3	6	Poor
2. Female students' performance in building construction trades when using different classroom management styles.	2	4	1	5	5	Poor
3. Female students' performance in electrical and electronics trades when using different classroom management styles.	7	3	3	2	1	V. Good
4. Female students' performance in technical drawing when using different classroom management styles.	2	2	6	3	4	Fair

With reference to table 1a, item 4 is fair and item 3 is very good while item 1 and 2 are poor. This means females' performance in building construction trades and mechanical trades are poor.

Table 1b: The performance of male students in Basic technology using different classroom management styles

N = 16

S/NO ITEMS	EX	VG	G	F	P	REMARK
1. Male students' performance Mechanical trades when using different management class room styles	6	3	3	2	2	V. Good
2. Male students' performance in building construction trades when using different classroom management styles.	5	2	3	2	4	Good

3. Male students' performance in electrical and electronics trades when using different classroom management styles.	6	3	2	4	1	V. Good
4. Male students' performance in technical drawing when using different classroom management styles.	2	2	1	5	6	Poor

In table 1b, it was revealed that item 1 and 3 is very good, item 2 is good while item 4 is poor. This shows that male students' performance in technical drawing is poor.

Research Question 2: Which of the classroom management style used by Basic technology teachers

Table 2: Responses of the respondents on the classroom management style used by Basic technology teachers during Basic technology lessons.

N= 246

S/NO ITEM	SA	A	MA	D	SD	$\bar{X}$	SD	DECISION
1. Basic technology teachers don't care whether students participate In class activity or do assignment (Laissez – faire management style).	39	41	34	67	63	3.016	1.556	Rejected
2. Basic technology teachers force students to class assignment or take assignment (Autoocratic management style).	50	40	43	45	68	2.868	1.511	Rejected
3. Basic technology teachers remind students of the classroom rules and regulation when teaching (Bureaucratic management style)	110	69	32	15	20	3.968	1.335	Accepted
4. Basic technology teachers always involve students in classroom activity (Democratic management style)	121	64	26	11	24	4.027	1.285	Accepted

The data in table 2 disclosed that item 3, 4 were accepted while item 1 and 2 were rejected. Therefore, teachers did not use autocratic and Laissez – faire management style when teaching Basic technology.

Findings of the study
1. Female students performed better in electrical/ electronics trades and technical drawing than building construction and mechanical trades when using different management style.
2. Male students performed better in mechanical trades, building construction trades and electrical/ electronic trade than technical drawing when using different management style.
3. Male students performed better in Basic technology than female students when using different management style.
4. The classroom management style adopted by Basic Technology teachers include reminding students of the classroom rules and regulations when teaching Basic technology (Bureaucratic management style) and Basic technology teachers always involve students in classroom activities (Democratic management style).

Discussion of findings

In table 1, the study revealed that male students performed better than female students in Basic technology. James (2003) discovered that females are not interested in science and technical subjects because they are strenuous and therefore, masculine. Table 2 disclosed that Basic technology teachers used bureaucratic management style and Democratic management style when teaching Basic technology. For a leader to be effective, he must maintain good relationship between himself and the followers. No leader can operate in isolation. He must be sensitive to the needs of his followers and the situation he finds himself. Classroom management styles involve establishing clear rules, procedures and instruct students on how to follow them. Enforcing classroom rules promptly from the first day of the class and make use of instructional materials when suitable to stimulate students' interest or reduce classroom tension is very essential when teaching (Dunbar, 2004). Therefore, any classroom management style adopted by teacher should be the type that can aid in achieving the instructional objectives of that particular lesson.

Conclusion

The teacher needs to be democratic when teaching towards effective participation of students in the class. The teacher must study both the students and the environment to know the appropriate classroom management style to use. Students perform better under democratic management style. Therefore, Basic technology teachers should be democratic in the class in order to carry students along towards understanding of the lesson and for achieving the instructional objectives of the lesson.

Recommendation

The following recommendations are made based on the content of the paper.
1. Basic technology teachers should put into use the effective classroom management style that best suit the classroom environment and the students.
2. Female students should be encouraged to work together with their male counterpart to improve their performances in the areas they are lacking behind.
3. Basic technology teachers should adopt democratic management style and ensure effective participation of male and female students in the class.
4. Basic technology teachers should use instructional strategies that will enhance performance of male and female students in the class through democratic process.

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