



Effects of A Classroom Management Intervention on Student Achievement in Elementary Schools

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ABSTRACT- The study is about the effects of classroom management intervention on a student's achievement in an intercity elementary school. Through the study, the researcher compared the achievement of elementary school students who had teachers already trained in classroom management program with students who had teachers without classroom management training program for a four year period. Students at Madison Elementary school (with trained teachers) showed statistically greater achievements gains on both tests (MAT6 and TEAMS tests) than the students at the comparison in the three years. The overall effect size due to the program treatment on MAT6 test score was large, ranging from 0.43 (1986-87) and 0.83 (1987-88) during the intervention to 0.73(1988-89) after the intervention. Similar results were found in mathematics, 0.68 and 0.77 in reading, and 0.59 and 0.77 in writing for the respective years. On the measure of learning environment, in a post hoc analysis (1990-91), students at Madison perceived their environment to be significantly more positive than comparison students. Teachers and principle interviews during and after intervention period provided contextual guidance for the findings.

Keywords: MAT6 test, TEAMS test, classroom management intervention

I. INTRODUCTION

The ability of the teachers and students to agree upon and carry forward certain social and academic interaction that is built over time to lead to a student's self-discipline (classroom management) , allows the learning process to take place in complex system instructions and interactions among individual students or group (Cohen 1994) . The inability to establish an orderly learning environment contributes to misbehaviors and reduces the opportunity for student to learn (Gotfredson & Hybl 1993.)

1.1: Background

Students behavior that disrupt the learning environment has a ripple effect, influences other students and the school learning environment. The misbehaving students that are sent to the supervisor and disciplinary committee loss learning time, and the teacher who stops the learning to respond to the disruptive behavior takes away learning time from other students (Gotfredson & Hybl 1993.). Classroom management should be put into consideration for a positive efficient learning environment.

1.2: Statement of the problem.

Classroom management in elementary schools is strongly effective to the student's academic achievement and the learning environment. Many schools academic progress has been affected by the disruptive students' behavior due to poor classroom management. The researcher thus had to study effect of classroom management intervention on students achievement in elementary school.

1.3: General Objective.

Assessing how classroom management intervention on elementary schools could affect the students achievement .

1.3.1: Specific Objective.

The study was guided by the following objectives;

1. To investigate if students under the classroom management program show statically greater achievement on national norm reference battery over a period of time than those other students in a comparison school without classroom management.
2. To also investigate the achievement on state criterion-referenced battery between the under the classroom management program and the other comparison school.

3. To assess if students would perceive their learning environment to be more positive in the school under the program than the students in the comparison school.

1.4: Significance of the Study.

This study provided information on how classroom management involvement in elementary schools affected the students' academic achievement and the learning environment.

The researcher was exposed to new finds about the effect of classroom management in elementary school during his or her study through the literature reviews and information gathered. New discoveries increased the researcher's understanding and knowledge about the study. This perfectly done study has score credits to the researcher, where by the researcher will always be consulted when there are insures to be solved.

A comparison of existing findings (literature review) and new findings from the research, has improved research for other scholars to use and built more knowledge to be applied in the future.

1.5: The Scope of the Study.

The study assessed how classroom management enrolment in elementary school affected the students' academic achievement/learning environment and how classroom management could be implemented. The research took place in Madison school where classroom management program was implemented and another comparison school (Jones) where the program wasn't implemented in London. The research was carried out in a period of four years, from 1985 to 1991.

II. LITERATURE REVIEW

A collection of literatures associated with the effect of classroom management intervention on elementary are used in this chapter to acknowledge the early researches. In this sector, the literature review recognizes facts of classroom management involvement, student's achievements and the positive learning environment in elementary schools.

Behavior problems in classrooms and schools

Students behavior disruption wastes the students' time who is sent out of class, the teacher's time taken away also dealing with such interruption and hence other students' learning time is wasted. (Gotfredson & Hybl 1993). A pattern of disruptions engulfs the school administration into non instructional activities with hundreds of hours wastes in disciplinary referrals (Freiberg, Stein & Parker, in-press).

Brantlinger (1993) found that family income levels resulted into differential treatment by teachers and administrators when students broke school and classroom rules. The differential treatment resulted in more aggressive behavior from the students with low income families.

McCaslin & Good (1992) determined that educational reforms efforts are stifled by "classroom management policies that encourage, if not demand obedience". Doyle (1986-1990) underscores the importance of prior classroom structures fashioned by teachers in establishing order and productive academic working environment.

Emmer & Aussiker (1987) reviewed research findings of four widely used school and classroom management programs including Teachers Effectiveness training (T.E.T), Reality Therapy, Assertive Discipline and Adlerian/Dreikurs' approaches. The review was designed to determine which programs had the greatest impact on students' behavior or attitudes and perceptions about the school. Emmer and Aussiker indicated the four programs were only useful in supplementing a more comprehensive approach to classroom management. They also indicated the teachers' attention to planning and preparation, development of activities at the beginning of the year and conducting activities in an efficient, interesting and comprehensible ways through the year.

In a meta-analysis of learning factors by Wang, Haertel, and Walberg (1993) identified classroom management as being first in a list of five important factors that influence school learning.

Classroom management Program Description

The consistency Management (CM) program was developed in inner city schools (Freiberg 1983) to respond to multidimensional teacher and students primarily with the context of the classroom and secondarily, the school. The CM program emphasizes students' ownership and responsibility, with the teachers and students working collaboratively to create opportunities for self-discipline in classrooms and throughout the school.

The CM program focuses on prevention through cooperative discipline. Teachers and students establish a rule for learning based on mutual needs and inputs at the start of the year and continues throughout the year.

The CM also emphasizes students taking responsibility for the organization and daily operations of classroom through the enforcement by CM classroom manager. The following components were part of the program during the invention time period.

- Establishing a consensus building model for school mission
- Providing greater opportunities for the student self-discipline,
- Creating a safe, orderly and supportive learning environment through prevention rather than intervention measures
- Creating a climate of reflection and problem-solving through self-assessment and peer observations for teachers.
- Creating a link with parents and community through school and class room activities, programs and project

The consistency Management program was designed to reduce the level of control needed by teachers to create a positive learning environment and to increase opportunities for students' self-discipline, enabling students to work with more complex learning activities and for teachers to manage more complex instructional strategies.

Conclusion.

The need for order in the schools and its implications for teacher education and student learning, have been consistently documented in the research literature but what has not been explored is the relationship between a particular type of management approach and the long term influence beyond the initial year of implementation of elementary age students in urban schools.

III. METHODOLOGY

A description of research methodology that was used in the process of carrying out the research study is dealt with in this chapter. The research design, survey study variables and administration of the tools, sources of data, data processing analysis, are further described in this section.

Research design.

The study to assess the relationship/effect between a particular type of management approach and the long term influence beyond the initial year of implementation on elementary age students in urban schools was carried out by comparing a school (Madison) that was introduced with classroom program entitled Consistency Management with another school (Jones) that wasn't introduced to classroom management. Both schools were enrolled for four years study (1985-1989) of which the consistency management program was implemented in the second year for 1½ years out of the four years of study. The consistency management program was implemented through 6 workshops after starting from the end of 1986 -1987.

The researcher applied both qualitative and quantitative methods of data collection and were assessed by the case study. Qualitative method involved deep interviews of information, conversation with the

school administrators. Quantitative method assessed effect of consistency management program intervention and data collected was treated statistically.

Sample Technique.

The administrative staffs that were to be interviewed were selected on the basis of purposive sampling because only information of students' behavior was required. The teachers who were distributed with questionnaires were selected basing on purposive sampling depending on those who were introduced to the training program and does who were not.

Questionnaires.

Collection of quantitative data from teachers was done with the use of the questionnaires because facts were evidenced and documented. The questionnaires included both open ended and closed ended questions.

Interviews.

The interviewing technique enabled the researcher to make face to face interactions with teachers. Interviews helped the researcher to evaluate the knowledge and attitude of the respondents towards the topic under the study to collect qualitative data.

Validity and Reliability.

A validated instrument of data collection generated the correct information and the reliable instrument generated consistent information. The above instruments were validated by making sure that content experts reviewed the questionnaire and the plan detail of the interview to ensure that the required information was generated before they were supplied or conducted.

Limitations.

Longitudinal school-based research often has some serious limitations due to the inherent problems associated with high school mobility. This problem is amplified in urban schools with high student and teacher mobility. Trying to measure change when some students and teachers haven't experience a program is ineffectual and misleading. This longitudinal design limited the total sample for study to 73 program school and 102 comparison school students

A second limitation of the study includes reliance of a single sample of only one program school; this school, however, represented an exemplar of CM program implementation.

A third limitation was that random selection was not possible for either the intervention or the comparison school

Ethical Considerations.

Appropriate credit was given to the work of others through citations to avoid fabricate or falsify data in the publication. The research was conducted without violation of federal laws and regulations of the state.

IV. RESEARCH FINDINGS, DISCUSSIONS AND PRE-SUMMARY

Introduction.

This chapter presents the results or findings of the research study assessing the effect of classroom management intervention on elementary schools. The findings are based on information from responses from teachers and students in two schools. The data is presented using tables and line graphs.

Location of Case Study.

Study was done at both Madison and Jones Schools found in the urban area of London.

Description of Sample.

Purposive sampling was used in selecting administrative staff and teachers who were distributed with questionnaires and all students' scores in both schools was statically considered during the study.

Analysis of data.

Students who had teachers trained in consistency Management Program showed statistically greater achievement on nationally normed-referenced achievement battery and the state criterion-referenced achievement battery than their counterparts in the comparison school. Figure 1 displays the achievement profiles on MAT6 batteries for each group, and Table 2 provides the means and standard deviations for each group on each battery. Program students' average performance exceeded the comparison students' performance for two years of the program implementation (1986-1987 ($F [1,173] = 8.10, p < .005$) and 1987-88,

($F [1,173] = 35.10, p < .001$), as well as for the year following implementation (1988-89 ($F (1,173) = 24.80, P < .001$), as evidenced by the university results presented in Table.

Figure 2 displays the comparison of average performance on the criterion-referenced subtests for each group, and Table 4 provides the means and standard deviations for each group on each subtest. The program students' average performance on each TEAMS subtests was statistically better than the comparison students' average performance as evidence by the results presented in table 5.

Fig. 1 Comparison of group profiles for academic achievements on ITBS and MAT6 across four time periods,

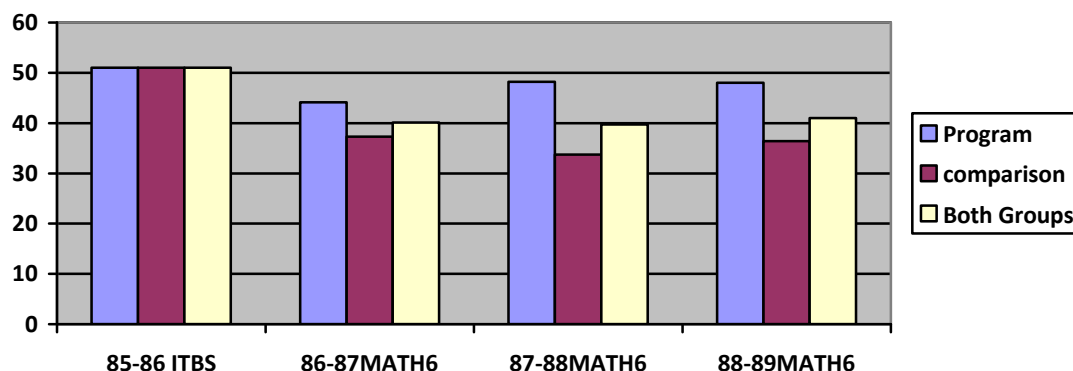


Table 2 Means NCE's and Standard Deviations for program comparison students on the ITBS Composite and MAT6 Total Complete Batteries.

	1985-86 ITBS Composite	1986-87 MAT6-Total Complete Battery	1987-88 MAT6-Total Complete Battery	1988-89 MAT6-Total Complete Battery
	Mean (Std.Dev)	Mean (Std.Dev)	Mean (Std.Dev)	Mean (Std.Dev)
Program	51.0 (15.7)	44.1(15.9)	48.2(17.1)	48.0 (14.2)
comparison	51.0 (16.9)	37.3(15.3)	33.7(15.2)	36.4 (16.2)
Both Groups	51.0 (16.4)	40.1(15.3)	39.7(17.5)	41(16.2)

Note; Program Group N=73 ; Comparison Group N=102

The relative strength of the relationship with the program treatment effect on academic achievement as measured by the MAT6 and TEAMS tests is estimated by *d*, the difference between the group means on the dependent variables divided by the common or pooled standard deviation and is provided in the Table 6 (for TEAMS data, *d*, was calculated as the difference between the adjusted means on the dependent divided by the pooled standard deviation). The strongest program effect

Fig.2. Comparison of group average performance for academic achievement on the TEAMS subtests.

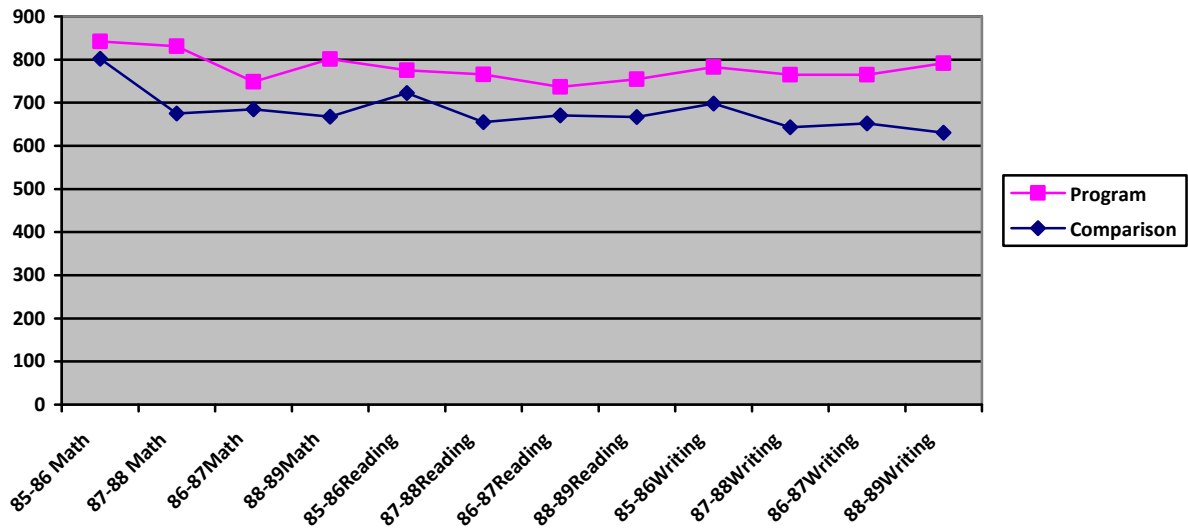


Table 4, Mean Scale score and standard Deviations for Program and comparison students on the TEAMS Subtests.

	PROGRAM Mean (Std.Dev)	COMPARISON Mean (Std.Dev)
85-86 Math	842.4 (122.3)	802.3 (144.3)
87-88 Math	830.7 (117.6)	675.0 (117.5)
86-87 Math	748.5 (113.3)	685.0 (115.2)
88-89 Math	801.6 (103.3)	667.6 (108.6)
85-86 Reading	775.1 (149.0)	722.5 (100.7)
87-88 Reading	765.7 (91.7)	655.0 (119.7)
86-87 Reading	736.8 (97.5)	670.7 (101.5)
88-89 Reading	754.5 (77.9)	667.0 (111.0)
85-86 Writing	782.8 (119.9)	698.0 (100.5)
87-88 Writing	764.9 (111.3)	643.4 (113.8)
86-87 Writing	765.0 (97.2)	651.9 (115.1)
88-89 Writing	791.9 (82.5)	630.7 (124.9)

Note; 85-86/87-88 Program Group N =27; Comparison Group N=63
86-87/88-89 Program Group N=44; Comparison Group N=66

Table 5. Results of the analyses of covariance on group Performance on the TEAMS Subtests.

	F	df	Sig. of F
Math			
85-86/87-88	33.2	1,87	< 0.001
86-87/88-89	33.3	1,107	< 0.001
Reading			
85-86/87-88	14.0	1,87	< 0.001
86-87/88-89	8.6	1,107	< 0.004
Writing			
85-86/87-88	9.8	1,87	< 0.002
86-87/88-89	24.5	1,107	< 0.001

Table 6, Effect Size

	MAT6 Total Complete Battery	TEAMS		
		Math	Reading	Writing
1986-87	0.43			
1987-88	0.83	1.02	0.68	0.59
1988-89	0.72	0.78	0.43	0.77

As measured by its effect size (0.83) on general academic performance as measured by the MAT6 Total Complete Battery was demonstrated on the 1987-88 administration, the year of full implementation of the consistency Management Program. A high effect size for the year following implementation of the program (0.72) was also achieved. A similar Pattern was observed by the effect sizes in the TEAMS data with the highest overall effects during the 1987-88 school year (1.02 in Math, 0.68 in Reading, and 0.59 in writing), followed by moderate to high effect sizes during the year after implementation.

V. CONCLUSIONS AND RECOMMENDATION

Introduction.

This proportion of the research is thus concerned with the end remarks and covers suggestions to schools on how classroom management has an effect on the learning environment and how it can be implemented.

Conclusions.

Classroom Management and discipline continue to be a growing concern for those involved in the education of youth. The level of Violence and the need for safe and caring places to learn is becoming a growing challenge for teachers in all geographic locations. The need however is greatest in our urban and intercity schools. There are several issues raised by this study.

- The need for continued support and staff development beyond initial improvement efforts. The half-life factors too often impinge upon effort of improvement. The present study showed that although the year following the intervention maintained high effect size, it was somewhat smaller than during the implementation year.
- The need to explore in greater depth the relationship between classroom management and active learning environments. Too many inner-city elementary classrooms do not have the prerequisite classroom management environments required for cooperative and interactive learning curriculums. Active learning environments that have been showed with associated learner gains, require a greater repertoire of classroom management approaches.
- The need to examine the source of control in alternative models of classroom management. The present study has found that involving students in a meaningful way in management of their classrooms can benefit students' achievement and perceptions of their learning environment, students need more classroom opportunities to gain self-control over their learning environments. The CM program seemed to allow students to experience greater opportunities for self- discipline.

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