

## TEACHER'S CLASSROOM MANAGEMENT PRACTICES AND STUDENT'S ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN NNEWI EDUCATION ZONE

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**Abstract:** *The project examined the impact of teachers' classroom management practices on students' academic performance in public secondary schools in Nnewi Education Zone of Anambra State. Four research questions were posed for the study while a descriptive survey research design was adopted. The population of for this study consisted of students of all the 48 secondary schools in the study area with a total of 45,432. Simple random sampling was used to select a population size of 1362 respondents drawn from 12 government owned secondary schools in the study area. This study used questionnaire, which was built from the four research questions, for collection of data. The questionnaire contained 24 question items, validated by 3 experts, with a reliability of 0.83 while the data were analyzed using mean. The major findings of the study show that the classroom management practices of teachers exert enormous influence on the academic performance of students. The teachers are well qualified to teach, but some still cannot manage classroom effectively. It was observed that there is an interaction gap between teachers and students which affects the academic performance of students negatively. To this end, the research recommended that seminars and workshop should be organized for teachers to train and acquit them with the necessary classroom management skills and practices, which will go a long to boost the academic performance of students.*

**Keywords:** *teachers' classroom; management practices; students' academic performance.*

### **Introduction**

The classroom can be described as a space bounded by the wall and roof which a teacher houses his students for the purpose of giving instruction to such students. In other words, it is a shelter for both teachers and students so as to engage in educative activities. Classroom teaching is a complex task in a complex environment. The classroom is the immediate management environment for formal knowledge acquisition. It is made up of the teacher, the learners, learning equipment and the environment. Kimberly (2019) stated the five characteristics of a classroom as security, open communication, mutual liking, shared goals and connectedness. Management on the other hand, can be seen as the process of designing and maintaining any setting in which people work in groups for the purpose of accomplishing predetermined goals. The idea of any setting equally indicates that management is applicable to all establishments which do not exonerate educational setting.

The Oxford dictionary (6th edition) defines management as the act of running or controlling or skill of dealing with people or situations in any way. Loomiz (2000) define management as a method where a group of people at the highest level of organization plan, organize, communicate, coordinate, control and direct the actions and activities of people who work for the organization toward the achievement of organizational objectives. Unachukwu and Okorji (2015) also defined management as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. According to Asiegbu (2015) all definitions of management convey the idea that management involves a series of on-going activities, individuals and groups working together, use of resources, efficiency and effectiveness. All these ideas and terms are applicable to classroom management.

Classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior in the classroom. It is possibly the most difficult aspect of teaching. Most teachers, indeed experienced problems in this area which cause some to leave teaching altogether. Classroom management is a complex set of articulated behavior which the teacher uses to establish and maintain coordination, which enable learners achieve instructional objectives

efficiently. This means that academic performance of students is highly dependent on quality classroom management.

In Nigeria, there has been public debates frequently focus on educational standards. The public's unhappiness becomes more prominent following the annual release of the West African Senior School Certificate Examination results. Student outcomes do not match/corresponds to government and parental investment to education Nzyima (2017). To them, it is questionable whether or not teachers in the public secondary schools are competent to teach effectively. The National Policy on Education states, "No Education system can rise above the quality of teachers in the system" (FGN, 2013). In addition, Ogunsaju (2014) states that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations. Blumende (2006) corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. Based on this, there is a need to focus on teachers' competency in respect to their classroom management practices (Darling, 2014). The most common problem in Nigerian secondary schools reported by teachers is those that relate to behavior management in the classroom (Ekwesili, 2015). The evidence is irrefutable, surveys of schools and colleges indicate that sometimes in an attempt to maintain order in the classroom, teachers can actually make the problem worse which leads to known implications such as; lackadaisical attitude towards learning, loss of interest in the subject and in general a poor academic performance of such a child. Teachers can make or mar the school curriculum; therefore, their classroom management practices for better service delivery needs to be assessed on a regular basis.

Considering this observation, one wonders the extent these teachers are aware of and apply research supported classroom behavior management skills. Since classroom management is a keystone for students learning, if the school authorities and teachers emphasize more on how to implement classroom management skills perhaps these problems stated above could be minimized. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like. Based on the aforementioned statement, this study examined the impact of classroom management practices of teachers on students' academic performance. Thus, this study will be of significance such that ability of a teacher to manage his classroom effectively will go a long way in achieving the objectives of secondary school education.

### **Purpose of the Study**

The broad purpose of this study is to determine the impact of teacher's classroom management practices on students' academic performance. The specific objectives are:

1. To investigate the nature of classroom management practices adopted by secondary school teachers in Nnewi Education Zone of Anambra State.
2. To examine the impact of classroom management on students' academic performance in secondary schools in Nnewi Education Zone of Anambra State.
3. To determine the students' responsiveness to the classroom management practices adopted by teachers.
4. To evaluate the role of teachers' classroom management skills on the academic performance of students.

### **Research Questions**

1. What are the classroom management practices adopted by secondary school teachers in Nnewi Education Zone?
2. What is the impact of classroom management on students' academic performance?
3. What are the students' responsiveness to the classroom management practices adopted by teachers?
4. What roles do teachers' classroom management skills play on students' academic performance?

### **Method**

The study which adopted a descriptive survey design was employed to determine the impact of teacher's classroom management practices on students' academic performance in Nnewi Education Zone of Anambra State. The Nnewi Education Zone is made up of four Local Government Areas namely Nnewi North, Nnewi South, Ekwusigo and Ihiala; with a total of forty-eight (48) public secondary schools. The population of the study centred on 45,432 secondary school students in Nnewi Education Zone, while a sample of 1363 respondents were selected using multi-stage sampling technique. First, a simple random sampling technique was employed to select twelve (12) government-owned secondary schools in Nnewi education zone. Then, a purposive sampling was used to select 1363 respondents, which is 3% of the study population. A structured questionnaire was formulated and used, which consist of 24 question items arranged in 4 clusters to answer the 4 research questions using the five (5) points Likert scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The instrument was validated by 3 experts and a reliability correlation coefficient of 0.83 was obtained using Pearson Product Moment. The data

collected were analyzed with the use of mean to answer the four research questions.

### Results

The presentation and analysis are organized in relation to the research questions.

#### Research Question 1:

What are the classroom management practices adopted by secondary school teachers in Nnewi education zone?

S/N	ITEMS STATEMENT	SA 5	A 4	U 3	D 2	SD 1	Mean	Decision
1.	There is a free interaction between students and teachers in my school	178	431	48	253	452	2.7	Not Accepted
2.	Teachers in my school are involved in our academic activities	763	223	32	61	283	3.8	Accepted
3.	Teachers in my school provide the necessary learning materials needed by the students	340	411	67	290	254	3.2	Accepted
4.	My teachers recognizes the best student in the class to motivate others to work hard	267	300	67	813	78	3.2	Accepted
5.	When misbehaviour occurs, my teachers reprimand the student responsible.	502	423	-	70	88	3.2	Accepted

**Grand Mean: 3.2**

Table 1: Mean scores of teachers' classroom management practices.

From the above table, it shows that among the items identified as things teachers do in classroom that can be seen as management practices, only one was not accepted, while the rest four were accepted with a grand mean of

3.2. The data from the research question implies that there is in existence some practices exhibited by the teachers, which can be identified as classroom management practice.

### Research Question 2:

What is the impact of classroom management on students' academic performance?

S/N	ITEMS STATEMENT	SA 5	A 4	U 3	D 2	SD 1	Mean	Decision
1.	I tend to understand a subject more, when the teacher is concern about my extra-mural life	870	140	67	162	113	4.0	Accepted
2.	When my teacher can inspire and motivate, I do understand the subject very well	960	301	-	64	37	4.5	Accepted
3.	If my teacher is handling a lot of topics at the same, I tend to loose concentration on the subject	585	378	44	134	221	3.7	Accepted
4.	When a teacher comes late to late, I tend to dislike the teacher, and as well the subject	202	364	32	489	245	2.7	Not Accepted
5.	The level of knowledge of my teacher is significant on my understanding of the subject	234	475	45	421	187	3.1	Accepted

### Grand Mean 3.6

Table 2: Mean scores on the impact of classroom management on students' academic performance

Looking at the data from table 2 above, which shows the impact of classroom management practices on the academic performance of students, question item 4 was not accepted, while 1,2,3,5 was accepted. With a grand mean score of 3.6, it is an indication that the research question was answered positively, meaning that classroom management practices have impact on the academic performance of students.

### Research Question 3:

What is the students' responsiveness to the classroom management practices adopted by teachers?

S/N	ITEM STATEMENT	SA 5	A 4	U 3	D 2	SD 1	Mean	Decision
1.	My academic performance is partially dependent on the	134	372	48	421	387	2.6	Not Accepted

	teachers' motivation and management skills.								
2.	When a teacher is vast in other fields, I tend to enjoy her teaching.	734	376	-	137	115	4.0	Accepted	
3.	The knowledge of the teacher in a subject determines the effectiveness of her students' academic performance	1109	204	-	37	12	4.7	Accepted	
4.	The ability of my teacher to communicate to the student influences my performance in school.	964	170	67	87	74	4.3	Accepted	
5.	My teacher's relationship with me goes a long to motivate me in studying.	613	297	34	345	73	3.7	Accepted	

**Grand Mean 3.9**

Table 3: Mean scores of students' responsiveness to teachers' classroom management practices

From the above table 3, it shows that the grand mean of items identified as students' responsiveness towards classroom management practices is 3.9. In other words, the data from the research question implies that the students respond positively to teachers' classroom management practices.

#### Research Question 4:

What roles does teacher's classroom management skills play on student's academic performance?

S/N	ITEM STATEMENT	SA 5	A 4	U 3	D 2	SD 1	Mean	Decision
1.	Good learning facilities affects the effectiveness of classroom management	1102	143	-	43	74	4.2	Accepted
2.	Teacher's effective relationship with the students	521	667	-	95	79	4.2	Accepted
3.	Establishment of clear teaching and learning goals	603	395	-	330	34	4.3	Accepted
4.	Use of equitable and positive classroom behaviours	498	864	-	-	-	4.3	Accepted

5.	When the teachers' expectation is known by the students.	120	323	212	478	229	3.4	Accepted
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### **Grand Mean 4.8**

Table 4: Mean scores on the role teacher's classroom management skills play on students' academic performance.

From table 4 above, it shows items identified as the role teachers' classroom management skills play on student's academic performance. All the question items were accepted with a grand mean score of 4.8. In other words, the data from the research question implies that teachers' classroom management skills play a significant role on the academic performance of students.

### **Summary of Major Findings**

Based on the analyzed data the following findings were discovered;

1. Research question one was concerned about the activities teachers do in class that can be seen as classroom management practices. It was discovered that the teachers are involved in the academic activities of the students, but there seems to be a gap in the teacher-student interaction.
2. The second research question which borders on the impact of classroom management on student's academic performance. It was observed that many students tend to perform well academically when the teacher is concerned about their extra-mural life.
3. Research question three sought to decipher the responsiveness of students towards classroom management practices. The research observed that students respond positively on the versatility of the teacher both academically and otherwise as well as in their relationship with the teachers
4. Research question four sought to discover the role classroom management skills of teachers play on the student's academic performance. It was discovered that when teachers expose students to good learning facilities as well as clearer learning and teaching goals, the academic performance of students will certainly improve.

### **Discussion of Results**

Research question one was concerned about the activities teachers do in class that can be seen as classroom management practices. It was discovered that the teachers are involved in the academic activities of the students, but



there seems to be a gap in the teacher-student interaction. In other words, there is lack of sound interaction between the teachers and students. But, it must be noted that the ability of teachers to organize classrooms and manage the behavior of their students is critical to positive educational outcomes (Asiegbu and Ezeugbor, 2018). It was also discovered that teachers provide the necessary learning materials needed by the students which will invariably enhance the academic performance of students. Also, teachers go extra mile to recognize the best students in class, and as well reprimand those that misbehaves.

On the second research question which borders on the impact of classroom management practices on student's academic performance. It was observed that many students tend to perform well academically when the teacher is concerned about their extra-mural life. In concordance with that, when the teacher inspires or motivates students, it enhances their academic performance. Similarly, it was observed that the level of knowledge of teachers is very significant on the student's understanding of the subject. Ibitoye (2012) captures this vividly when he discovered that there is a significant relationship between enrolment, utilization of classrooms provided for teachers, the teaching of learning activities and students' academic performance.

Research question three sought to decipher the responsiveness of students towards classroom management practices. The research observed that students respond positively towards the versatility of the teacher both academically and otherwise as well as in their relationship with the teachers. Also, the communication ability of the teacher determines the effectiveness of students to achieve improved academic performance. According to Richardson (2008) students performed better when they are exposed to quality classroom management than when the classroom environment is not conducive for learning.

Last but not the least, research question four which sought to discover the role classroom management skills of teachers play on the student's academic performance. It was discovered that good learning facilities play a major role in improving the effectiveness of classroom management, which invariably promote high academic performance of students. The teacher's relationship with the students and establishment of clear teaching and learning goals are well identified roles that contribute to effective penetration of teacher's classroom management on the student's academic performance. This is in-line with the assertion of Juma (2011) that a trained teacher will have necessary pedagogical skills which will promote students' understanding, motivating a student to learn, thereby promoting academic performance.

## **Conclusion**

The research work borders on the impact of teachers' classroom management strategy on student's academic performance. There is evidence that teachers have the necessary skills to enable to perform their teaching job, but still the students are not really carried along, and often their academic performance is not always the best. This goes a long way to explain the fact that, teachers need to go extra mile in order to ensure that student's academic performance is increasing positively.

### **Recommendation**

Based on the findings of this research, the following recommendation were made:

1. Government should equip the secondary schools with all the facilities needed to make classroom management effective.
2. Seminars and workshops should be organized for principals and teachers in particular to sensitize them on the needs and strategies to improve classroom management practices.
3. Teacher should be well paid and granted other incentives in order to motivate to perform their duties diligently.

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