

Effect of Classroom Management Practices and Students' Academic Performance in Public Secondary Schools in Enugu State

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Abstract: The major objectives of the study were to investigate the effect of classroom management practices and students' academic performance in public secondary school in Enugu state. This study is anchored on the theory of management and human relations theory was considered appropriate for this research. The study employed a survey design. The population is 2,232 comprising 67 teachers and 2,165 students of selected public secondary schools in Enugu State. The Simple random technique was used to select 20 teachers and 433 Senior Secondary school class 2 students due to the fact that they have obliged in school than other students. The researchers used stratified random proportionate sampling technique to select 30% of the teachers and 20% of from the students in the selected public secondary schools in Enugu state. The instrument for collection of data was a self-constructed rating scale titled "Effect of Classroom Practices and Students Academic Performance Scale (ECPSAPS)". The instrument had 20 items using four point Scale of Strongly Agreed (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighed 4, 3, 2, and 1 point respectively. The instrument faces validity while the reliability was established using Cronbach Alfa statistics with index of 0.84, showing that the instrument is reliable. Based on the recommendations of the study, there should be a proper check and balance about learning performance of students. It was recommended that teachers should be introduced to seminars, workshops, and conferences on classroom management for efficiency.

Keywords: Education, classroom management, student's academic performance

I. INTRODUCTION

Education in Nigeria has become an expansive industry that has acknowledged the existence not only as a tool for nation building, but a source from which citizens realize their aims and their yearnings (Omirin, 2015). Obviously the mission of every nation in the world in modern times is that education be used as a tool for social change. Nations that have developmental plans bring about a new thinking pattern (Oyedemi, 2015), new philosophy, new orientation, and new social order, for such a change is education. Ofojebi et al (2017) opines that Educational service in the policy document helps to facilitate the implementation of educational policy for the attainment of policy goals and the promotion of effectiveness of the education system. He further stated that Education will contribute highly in the national development

plan because it is the most important instrument of change as any fundamental change in the intellectual and social outlook of any society.

Secondary school is one of the levels of the education system in Nigerian. Secondary education is the education children receive after primary education and before the tertiary stage, (Federal Republic of Nigeria (FRN) 2013). The importance of secondary education is geared towards providing all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background (Oboegbulem, 2011). It also inspires students with a desire for self-improvement and achievement of excellence. It provides technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN, 2013). The underlying principle here is that secondary schools should be able to provide quality to all those who can benefit from it. The realization of these aims and objectives hinges in many variables such as good classroom management, adequate teachers, availability and adequate utilization of teaching and learning materials, infrastructural facilities and school inspection and supervision.

Meanwhile, it is the functionality of secondary school managers to realize these goals and objectives. A principal plans, organizes, directs, controls, and supervises at the school administrative level; teachers are responsible for the administration of the classroom, (Omemu, 2015). Classroom teachers are known as classroom managers because of their roles in managing learning activities, instructional procedures, the prevailing attitudes, feeling and atmosphere in the classroom. Consequently, for effective management the classroom teacher must employ classroom management practices to achieve educational objectives (Oboegbulem, 2011). Classroom management plays an important role in the teaching and learning process. It is a veritable tool in the process of passing instructions from the teacher to the students. The success of any educational system is a function of the effectiveness of classroom management (Nwankwo, 2018). Classroom teachers are managers and so ought to be in control from the beginning of the lesson to the end so as to ensure that the students benefit from the interactive business that transpires in the classroom situation. This to a greater

extent would enhance smooth coordination and responses on the part of both the teacher and the learner. Effective classroom managers create orderly, safe environments where students feel valued and comfortable. Supporting this view, Akpakwu (2016) stressed that effective classroom managers provide a structured, caring environment that meets students' personal and academic needs. Such classroom managers are perceived as authority figures in the classroom. However, ineffective classroom managers are poor planners. They do not start class on time, become sidetracked easily, use limited, low interest teaching strategies, and create a disorganized expectation, (Akiba et al, 2012).

Classroom management involves how the teacher works, how the class works, how the teacher and students work together and how teaching and learning happen. For students, classroom management means having some control in how the class operates and understanding clearly the way the teacher and the students are to interact with each other (Akpakwu, 2016). For both teachers and students, classroom management is not a condition but a process. Classroom management could pose a problem to the teacher, if he lacks the competence to create the setting, decorate the room, arrange the chairs, speaking to children and listen to their responses, putting routines in place and then executing, modifying and reinstating them, developing rules and communicating those rules to pupils. The action performed by a teacher on each of these variables mentioned above will determine the academic achievement and behaviour of the students. Discipline is a function of the interaction between teacher and student that brings about self-control and respect for authority (Ajayi, 2012). It entails creating and keeping rules based on reciprocal understanding limits that must not be breached.

Poor classroom management may influence the academic performance of students negatively. It is therefore important that teachers learn to effectively manage their classrooms for a greater output. The academic performance of students these days have given many people serious concern, especially secondary school graduates. This could be as a result of indiscipline exhibited by students in the classroom such as lateness to classroom, noise making, and so on. Hence the need for classroom management that encompasses teachers' efforts to oversee the activities of the classroom including student's behavior, interaction and learning.

Conceptual Clarifications of Classroom Management Practices

Classroom Management

There are as several definitions of classroom management as there are writers on the subject matter. Each writer defines the concept as he views it. Classroom management has therefore been defined in various ways such as the orderly control of the students, the class environment and teaching materials in order to obtain the desired learning objectives which can enhance the academic performance of students (Ololube,

2013). Teachers often view classroom management as a list of tricks or suggestions that are able to 'fix' any problem in the classroom (Lewin et al, 2011). However, the following definitions of classroom management suggest that there is more to classroom management than some would believe: Tal (2010) defines classroom management as "the ability of the teacher to lead the class ... toward achieving the socio-emotional welfare and learning of the students". Wigwe (2013) define classroom management as "how teachers maintain order in a classroom". He further defines classroom management as:

A set of procedures that, if followed, should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom management.

Mgbodile (2014) sees classroom management and administration as the process of creating favourable conditions of facilities instructions as well as that of regulating social behavior of students. He viewed classroom management and organization as a function of proper knowledge, dedication, skill and training for which they are called. The behaviours and the reaction of students are much related to the degree of the teacher's proper management of the classroom. Akpakwu (2016) defines classroom management as the orderly control of the students, teaching materials and teaching aids in order to obtain the desired learning objectives. Classroom management, considering the above mentioned views, could be conceptualized as the planning, management and execution of the school's programmes as it affects teaching and learning in the classroom. The teacher manages the physical as well as the psychological environment to create an atmosphere that is conducive for learning. Although classroom rules are essential, they are non effective in reducing inappropriate behaviours when they are not used in conjunction with a behavior management plan that includes various types of reinforcement (e.g. verbal praise, privileges, tangibles) and consequences (Simonsen et al., 2015).

Student Academic Performance

Student performance can be regarded as the most important output of education. However, when it comes to student academic performance, the emphasis is on teachers since teacher qualification is a more important factor compared to other school factors in increasing student academic performance (Akiba, Le Tendre and Scribner, 2007) and since the proof has been presented about the strong relationship between teacher generated classroom climate and teaching methods, which may be classified as classroom methods, and student performance by various researchers. The fact that teachers are prominent factors in ensuring student academic performance has led many researchers to study the relationship between teachers and student academic performance. Studies in the field emphasize issues such as increased performance in disciplined classrooms (Baker et al, 2018), importance of teachers in ensuring academic focus by

decreasing undesired behaviours and increasing desired behaviours, existence of the relationship between performance and teacher qualifications and the need for teachers to adapt and regulate the environmental variables in order to increase student academic performance (Baker, Clark, Maier and Viger, 2018). Oloolube (2013) opines that teachers who make use of classroom management techniques effectively, manage their classroom better and positively affect student performance and behaviours.

The Human Relations Theory

The proponents of human relations approach to administration and management share the view that developing and maintaining harmonious relations between employers and supervisors, teachers and students and among employees is quite fundamental to all organizations. Owen in Akpakwu (2016) were the early advocates of this theory, and in their works, they emphasized the human side of administration. The underlying principle behind this theory is that a satisfied worker is an effective one and also a satisfied student is an effective student. The theory therefore emphasizes that an increase of employee or student's classroom discipline, motivation, use of appropriate teaching methods and morale will increase their productivity or performance. The human relations theory basically holds that financial remunerations though a significant motivator is not the only driving force behind workers effectiveness or students effectiveness (Shawer, 2010). This study is related to the present study as it highlights the fact that apart from financial remunerations, those non-economic factors such as the physical and psychological work or classroom atmosphere can be powerful motivators for student's academic performances. (Usman, 2015).

Influence of Classroom Discipline Practices on Students Academic Performance

There has been strong indication from research that classroom environments play a facilitative role among students by providing conducive learning contexts (Suleiman, 2009). Numerous studies have shown that the quality, stability and efficacy of personal and social interactions among students influence their academic and social development. Scholars have written more on indiscipline among students and its effects on learning performance and their progress in schools (Schoonover, 2009). Oloolube (2013) argued that effective schools demonstrate sound inclusive practices which include emphasizing school discipline and collaborative leadership. The school discipline therefore prescribes the standard of behavior expected of the teachers and the students. Docking, (2000) argues that a law abiding student is the one expected to arrive on time for lectures and wait for the teacher, while a law abiding teacher is expected to respect all the time allocated to him or her on the timetable. Baker et al, (2018) also concur and further explain that extra time study has a strong influence on academic attainment. Therefore, to improve academic performance, both the student and staff self

attitude and participation is required as a principle of time management practice.

Effective classroom management is obviously linked to teachers' ability to set an appropriate tone and gain learner respect and cooperation in class. As observable instructional behaviour of teachers in the classroom is indicative of their teaching effectiveness (Oboegbulem, 2011), the way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. Teachers' appropriate discipline methodologies also help students to learn better as class discipline protects students from disruption and thus emotional and cognitive threat (Lewis, 2011). Though the reviewed studies acknowledge that classroom discipline is a significant factor influencing academic performance of students, they fail to show which classroom discipline methodologies yield positive results and which ones yield negative performance among students. The current study therefore seeks to access specific classroom disciplinary measures and how they influence learner's academic performance in public secondary schools.

Influence of Instructional Supervision Practices on Student Academic Performance

Principals are tasked with the responsibility of ensuring that instructions are being effectively delivered in the classroom. Therefore, for effective classroom management or exist within secondary schools, principals must ensure that they carry out their supervisory roles effectively. Record keeping is an important component in learning. Teachers are required to make and retain records i.e. schemes of work, lesson plan, record work, mark book, progress record book and attendant register (Etsy, 2012). The principals are also responsible for instructional supervision in classrooms. Supervision at work in an educational institution is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks members in achieving group's goals in a particular context (Lewis, 2012). Instruction supervision in that context pursues effective performance in schools because it does not only examine roles to be accomplished or who executes them, but also seeks to include greater reinforcement characteristics like appreciation and recognition, conditions of service and morale building, coercion and remuneration (Nwankwo, 2018). Through inefficiency in instructional supervision much learning time is lost in many African education systems. 25% or more of school time may be lost each year in poorly managed schools (Oboegbulem, 2011). Instructional supervisors' effectiveness is constrained by the much expanded secondary education system that has seen a massive increase in students in a relatively short time revealed that most secondary school administrators have little or nothing in their background to prepare them as instructional supervisors. Students' exercise books and lesson notes reflect the workload covered in class by teachers. It is the principal's role to regularly inspect the student's exercise book/lesson notes to ensure that the school syllable is covered appropriately and assignments are marked.

Classroom Instruction Methodologies on Student Academic Performance

Effective teaching and mentoring helps students to explore their world with a sense of trust and autonomy towards the ultimate goal of fully intrinsic self regulation and improved academic performance and success. Classroom management methodologies are a crucial part of a teacher's success in creating a safe and effective learning environment for student's quality secondary education. Therefore, teachers should know how to use and apply methodologies that will allow and also help students to learn (Zuckerman, 2007). Best practice recommends differentiating instruction so students can be reached through a variety of methods and activities. Effective teachers differentiate instruction according to student needs (Tomlinson, 2000). How best to differentiate and individualize the range of students' needs and abilities in a common classroom challenge. Tomlinson (2000) further differentiated instruction as a systematic approach to planning curriculum. It is a way of thinking about the classroom with the dual goals of housing each student's learning needs and maximizing students' learning capacity. Differentiated instruction is a way of thinking about teaching and learning that values the individual and can be translated into classroom practice in many ways (Ogbonna, 2014). Research has shown that students are more successful when they are taught based on their own readiness level, interests, and learning profiles. He opines that when students are disinterested in something this can often result in lower performance over students with interest. Students with high interest often see their performance levels improve. For teachers to be effective they must be aware of the differences between students and must take cognizance of them.

Statement of the Problem

Classroom management is the heart of any educational system. No curriculum Planning is complete without implementation and evolution, both of which are mainly carried out in the classroom. Most of the class activities take place while pupils are seated. The seating arrangement is therefore very important to suffer the kind of neglect being experienced by many secondary school pupils. It is obvious that classroom management control in our secondary schools lacks proper control and order. This is more so in public schools in Enugu State, Nigeria. The managerial demands on the classroom teachers are very high. It is against this background that this work aims at investigating the effects of classroom management and the academic performance of secondary school students in the stated area.

Purpose of This Study

The main purpose of this Study is to investigate the effect of classroom management practices and students' academic performance in public secondary school in Nigeria. Specifically the study sought to:

1. Ascertain the effect of classroom management practices in public secondary schools in Enugu state.
2. To determine students' academic performance in public secondary schools in Enugu state.

Research Questions

The following research questions were posed by the researchers in line with the purpose of the study.

1. To What extent are the effects of classroom management practices in public secondary schools in Enugu state?
2. To what extent are classroom management practices determines students' academic performance in public secondary schools in Nigeria.

III. METHOD

The study employed a survey design. The population is 2,232 comprising 67 teachers and 2,165 students of selected public secondary schools in Enugu State. The Simple random technique was used to select 20 teachers and 433 Senior Secondary school class 2 students due to the fact that they have obliged in school than other students. The researchers used stratified random proportionate sampling technique to select 30% of the teachers and 20% of from the students in the selected public secondary schools in Enugu state. The instrument for collection of data was a self-constructed rating scale titled "Effect of Classroom Practices and Students Academic Performance Scale (ECPSAPS)". The instrument had 20 items using four point Scale of Strongly Agreed (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighed 4, 3, 2, and 1 point respectively. The instrument faces validity while the reliability was established using Cronbach Alfa statistics with index of 0.84, showing that the instrument is reliable. The number of copies of the instrument were administered and collected on the spot by the researchers so as to ascertain high percent rate of return.

Hypothesis Testing

Hypothesis one: The extent of classroom management practices in public secondary schools in Enugu state is not significantly high. $P > 0.05$

Summary of z-test Analysis concerning the significance of the extent of classroom management practices in public secondary schools in Nigeria.

Respondents	N	X	SD	Df	Z-cal	Zcrti.	decision
Students	433	2.79	0.71	431	0.22	1.96	Accept Ho
Teachers	20	2.70	0.58				

Table 1 showed that the mean ratings and standard deviation scores of the 433 students are 2.79 and 0.71 respectively while 20 teachers had a mean rating of 2.70 and SD of 0.58. The Z-cal is 0.22 while the Z-tab is 1.96. Since the Z-cal is less than the Z-tab, the null hypothesis is accepted. That means the

extent of classroom management practices in public secondary schools in Nigeria is not significantly high. $P > 0.05$

Hypothesis Two: The extent of classroom management practices to determines students' academic performance in public secondary schools in Nigeria not significantly high $p > 0.05$.

Summary of Z-test analysis concerning the significance of the extent of classroom management practices to determines students' academic performance in public secondary schools in Nigeria.

Respondents	N	X	SD	Df	Z-cal	Zerti	decision
Students	433	2.27	0.23	451	1.19	1.96	Accept Ho
Teachers	20	2.08	0.27				

The table showed that the mean ratings and standard deviation scores of the 433 students are 2.27 and 0.23 respectively while 20 teachers had mean rating of 2.08 and SD of 0.27. The Z-cal is 1.19 while the Z-tab. Is 1.96. However, since the Z-cal is less than the Z-tab, the null hypothesis is not accepted. That is to say that the extent of classroom management practices does not determine students' academic performance to an extent in public secondary schools in Nigeria.

IV. SUMMARY OF FINDINGS

From the analysis, the findings made were summarized as follows:

1. The results show that teachers in public schools to a great extent do not use adequate underpinning methods that can effectively motivate the students' for quality teaching and learning that can improve their academic performance. This implies that teachers in public secondary schools in Enugu state should greatly reinforce their students so as to create enabling environment for quality teaching and learning to take place. The finding is supported by that of Oboegbulem (2011) who opines that the use of underpinning structure, or reinforcement and reward is an effective classroom technique that promotes teaching and learning in the classroom.
2. Teachers in public secondary schools to a great extent do not implement the use positive reinforcement to motivate their students to learn in public schools. Wigwe (2013) agreed with the findings of this study when he emphasized that the use of positive reinforcement strategies is an effective means of classroom management that strengthens positive behaviour in the classroom.

V. CONCLUSION

This paper suggests that it is important for secondary schools in Nigeria to embrace the innovative pedagogical techniques in order to maintain quality and minimum standard of education globally. Classroom managers, stakeholders in the

school system, the powers that be and other respectable and reputable personals in the education industry must therefore be resolved to implement Classroom instructional methodologies practices with all the indices of quality assurance in our educational expedition for national development.

VI. RECOMMENDATIONS

1. There should be a proper check and balance about learning performance of students.
2. Teachers should be educating on classroom discipline to encourage high academic performance of students.
3. There should be adequate training on instructional methodology for teachers for improving students' academic performance.
4. Moreover care should be taken to update knowledge of principals on instructional supervision through in-service.

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