

# Relationship Between Teachers' Classroom Management-Techniques and Students' Academic Performance in Post Basic Schools in Adamawa State, Nigeria

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## ABSTRACT

This study examined the relationship between teacher classroom management techniques and student academic performance in Post Basic Schools in Adamawa State, Nigeria. Specifically, three specific objectives, three research questions and three corresponding hypotheses guided the study. A correlational research design was adopted for the study. The population of the study is 43,499. This comprise 5133 teachers, 337 principals and 38,499 Senior Secondary School II (SSS2) in the five education zones. Multi-stage sampling procedure was adopted for the study. The instruments for data collection is a self-structured 10-items questionnaire titled "Teachers Classroom Management Techniques and Students Academic Performance Questionnaire (TCMTSAPQ)" and a Profoma of first, second and third term Senior Secondary School II Mathematics and English Language. To ensure the face validity of the instrument (TCMTSAPQ), the instrument was submitted to three experts from the Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola for validation. Data were collated and analyzed for reliability using Cronbach Alpha Statistic. The overall co-efficient of each component of "Teachers Classroom Management Techniques and Students Academic Performance Questionnaire (TCMTSAPQ)", yielded 0.88. Descriptive and inferential statistics were used in analyzing the data. Specifically, Descriptive statistics of Mean and Standard Deviation were used in answering the three research questions raised for the study. While, Simple Linear Regression Analysis was used in testing null hypotheses (1-2) at 0.05 level, while Multiple Regression Analysis was used in testing hypothesis 3 at 0.05 Alpha level of significance. The results show that there is significant positive relationship between teacher's classroom management techniques (classroom instructional supervision, delegation of authority) and students' academic performance in Post Basic Schools in Adamawa State,  $F(5, 372) = 130.608, p < 0.05$ . The results reveal that 63.5% of the variation in students' academic performance in Post Basic Schools could be attributed to the teacher's classroom management techniques (classroom instructional supervision and delegation of authority). Based on the findings of this study the following recommendations among others were made: There should be regularity, continuity, and quality in supervision with a provision for adequate funding and capacity building. State Universal Basic Education Board (SUBEB) should to develop a clear template for classroom teachers on proper delegation of responsibility to learners for improving the quality of their classroom participation in public secondary schools. Teachers should constantly follow-up students whom they delegate authority to ensuring that every instruction is carried out as expected.

**Keywords:** Teachers Classroom Management Techniques, Instructional Supervision, Delegation of Authority, and, Students Academic Performance.

## INTRODUCTION

Education all over the world has a rich history that has evolved over the years which made its importance not to be over-emphasized. Educational system at every level depends heavily on teachers for the execution of its programmes. In this regard, Jeremiah (2019) viewed teachers to be highly essential for a successful operation of the educational system and as a key to the educational development. Without teachers with relevant behavioral traits, educational facilities cannot be used to facilitate academic performance of students.

Undoubtedly the success and quality of any educational system depend on the quality of teachers input into the system. For many years, educators, administrators or managers, researchers have debated over which variables influence student's academic performance. A growing body of evidence suggests that schools can make a great difference in terms of students' academic performance and a substantial portion of that difference is attributable to teachers' classroom management techniques, thus there should be a link between teacher behavioral traits, teacher competence, and teacher productivity and students' academic performances (Fehintola, 2014).

Classroom management techniques is the bringing together in a careful manner those elements which will helps to create good teaching and learning conditions in class (Jeremiah, 2019). Jeremiah further explained classroom management techniques as teacher's ability to harmonize the physical and materials resources available to him in the classroom to achieve effective teaching and learning. It is the ability of the teacher to ensure that learning goes on in an atmosphere devoid of chaos, instability, unruly behavior and all other forms of student restiveness. Zihan (2023) described classroom management techniques as the process where human and materials resources are organized, student motivated and inspired and a cooperative environment created to accomplish educational objectives. Saraswati (2022) is of the opinion that affective teaching and learning cannot be accomplished without good teacher classroom management techniques. Patrick (2020) opined that classroom management techniques involve the total process of conducting the classroom instruction in a manner that objective of the instruction process is optimally achieved. According to Patrick classroom management techniques involves; instructional supervision, delegation of authority to learners, use of verbal instruction, discipline and rewards among others. This study focused on instructional supervision and delegation of authority to learners. Students' academic performance has been an everyday discussion among education stakeholders such as teachers, parents and students among others. Improving instructional processes may in turn improve students' academic performance as it is a product of teachers' instruction (Archibong, 2014). This according to Archibong, is a hallmark of instructional supervision.

Instructional supervision may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning (Mohammed et al. 2014). Instructional process and supervision constitute the leverage point for instructional improvement, teacher's competence and efficiency of the educational system. It is all the conscious efforts of designated officials to co-ordinate and directs the activities in an educational system with a view to improving teaching and learning. Donkoh and Dwamena (2014) revealed that there is no doubt that good academic performance is linked to positive teachers' instructional supervision. It has been proved that positive teachers' instructional supervision is associated with a range of important outcomes for studies (Timothy et al. 2015). Ololube and Major (2014) noted that school supervision practices such observation of lessons, visits to classroom, checking of records and following up of students' learning advancement are vital to performance in national exams. Ololube and Major noted the need to identify what motivates teachers so that they execute syllabus on time. No school organisation can work without devolution of authority as it brings not only efficiency and economy, but also makes the school administration smooth (Patrick, 2020). According to Patrick, regular delegation of authority to learners should be done in classrooms because it is an indispensable aspect of school management.

Delegation of authority to learners is a process whereby the teacher delegates his/her authority to deserving students and assign them duties such as cleaning chalk board, time keeping, controlling noisemakers, managing learning materials, collecting assignment from students, copying lesson notes on the chalk board, class representatives on behalf of the class (Hubbard, 2016). According to the author, these contribute a great deal to making the classroom a conducive place since cooperation between students and teachers in the classroom is fostered. Furthermore, Riisgaard et al. (2016) states that delegation of authority should be emphasis on education's role in prompting value and attitudes of responsible citizenship and nurturing creative and emotional development which will intern determine how much and how well children learn. The need for quality education and its subsequent management envisages the need to delegate some roles to students to ensure that more ground is covered in administering quality education to the satisfaction of all stakeholders. Riisgaard et al. (2016) supports this finding by stating that delegation promotes empowerment that is an effective tool that management and leadership allow a team or an individual staff the freedom and creativity to achieve the strategic goals outlined by management of the educational institution. Again, this finding is in line

with Hubbard (2016) who found that effective delegation provides several benefits to the educational setting as managers are able to mobilize resources, share responsibilities and also focuses on doing a few tasks well. Once teachers are able to effectively reduce or eliminate disruptive behaviors in the classroom, there would be increased academic attentiveness and engagement which would pave way for better academic performance by students.

Academic performance represents outcome that indicate the extent to which a person has accomplished specific task or goals that were the focus of activities in instructional environment, specifically in schools (Amuche & Fan, 2014). School system mostly defines cognitive goals that either applies through multiple subjects' areas, like critical thinking or the acquisition of knowledge and understanding in a specific domain like mathematics, literacy, science, history and so on (Beralde, 2019). Therefore, academic performance is considered a multiphase construct that comprises different domain of learning because the field of academic is wide-ranging and covers a broad variety of educational outcomes. Poorly managed classrooms are usually characterized by disruptive behaviors such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or the teacher (Usman, 2015). These disruptive behaviors disorganize learning processes and hamper academic performance of students. Amuche and Fan (2014) suggests that teachers can deal with these disruptive behaviors in the classroom through effective classroom management strategies.

In Nigeria, secondary schools irrespective of their location and ownership are expected to function in compliance with the achievement of the national education objectives (Alimi & Akinfolarin, 2012). As such, the authors revealed that students' performance greatly depends on the quality of instruction and education they have gained in school. In this regard, West African Examination Council (2022) revealed that 252,502 students, representing 60.39 percent of the pupils who took the 2022 WASSCE, received grades of A1 or C6 in English language while 256,264 students received the same marks in mathematics. This dismal performance (WASSCE 2022 Statistics: 49,873 Students fail English, 43,767 Fail Mathematics. WAEC Chief Examiners Report (2022) clearly connotes a a dislocation in the human capital supply chain at the secondary level of the education sector. The declining results from school in terms of learning achievement, attitudes, values and other effective measures in comparison with the huge investment in the sector are quite alarming (Usman, 2015).

The future of every country lies on how it invests in the development, awareness, and productivity of its citizens. This investment is primarily done through education. It is in recognition of the above fact that Governments at all levels in Nigeria commits a lot of resources to ensure the provision of quality education to its citizenry and as well tailored its policies towards ensuring that quality education is made available and accessible to the general population (Usman, 2015). In spite of the efforts of the Government and relevant stakeholders in repositioning Nigeria education on the world map, the nation's educational system in recent times have continued to experience some set back in school management and decline in both the teachers performance and students academic achievement could contribute to the present day objectionable colossal failure by students in the career determining examinations conducted by reputable government agencies (Jeremiah, 2019). Based on the current reality, this study sought to examine the relationship between teacher classroom management techniques and students' academic performance in Post Basic Schools in Adamawa State, Nigeria.

### **Purpose of the Study**

The purpose of the study was to examine the relationship between teacher classroom management techniques and students' academic performance in Post Basic Schools in Adamawa State, Nigeria. Specifically, the study sought to examine the relationship between;

1. classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State.
2. delegation of authority and students' academic performance in Post Basic Schools.
3. classroom instructional supervision, delegation of authority and students' academic performance in Post Basic Schools.

## Research Questions

The following research questions were raised to guide the study

1. What is the level of classroom instructional supervision in Post Basic Schools in Adamawa State?
2. What is the level of delegation of authority in Post Basic Schools in Adamawa State?
3. What is the level of (classroom instructional supervision, delegation of authority) on students academic performance in Post Basic Schools in Adamawa State?

## Statement of Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 Alpha level of significance:

**H<sub>01</sub>** There is no significant relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State.

**H<sub>02</sub>** There is no significant relationship between delegation of authority and students' academic performance in Post Basic Schools in Adamawa State.

**H<sub>03</sub>** There is no significant relationship between classroom instructional supervision, delegation of authority and students' academic performance in Post Basic Schools in Adamawa State.

## METHODOLOGY

A correlational research design was adopted for the study. The population of the study is 43,499. The population comprised 5133 teachers, 337 principals and 38,499 Senior Secondary School II (SSS 2) in the five education zones of Adamawa State; Mubi zone with 9,524 students, Gombi zone with 6224 students, Yola zone with 10,538, Numan zone with 7,083 and Ganye zone with 5130 (Adamawa State Post Primary School Management Board, 2023). Multi-stage sampling procedure was adopted for the study.

The sample size for this study is 373 (principals and teachers), and (396 Senior Secondary School II). This sample size comprised 75 principals, 298 teachers and 396 students, sampled across seventy-five (75) schools from the five education zones of; Yola, Numan, Ganye, Gombi and Mubi using systematic sampling technique to sample fifteen (15) schools from each Education Zone respectively. Systematic sampling helped the researcher to minimize biased samples and poor survey results. This is because the central assumption is that the results represent the majority of normal populations, guarantees that the entire population is evenly sampled.

Simple random sampling technique (hat and draw to be specific) was used in sampling 75 Post Basic Schools from the five education zones in the state, based on the assertion by Alvi (2016), that in using simple random sampling, each element of the population has equal and independent chance of being included in the sample. To Alvi, simple random sampling does not only give each element in the population an equal chance of being included in the sample, but also makes the selection of every possible combination of the desired number of cases equal.

Census sampling technique was used in selecting principals from each of the 75 selected Post Basic Schools in the five Education Zones of; Yola, Numan, Ganye, Gombi and Mubi in Adamawa State. Census sampling in research is a method of selecting a subset or sample from a population for the purpose of making observations and drawing inferences about the entire population. The choice of census sampling technique is because it is often not feasible to study the entire population, as such the research selected a smaller group for data collection whose opinion would be used for generalisation

Proportionate stratified random sampling technique was used in selecting the respective numbers of teachers per sampled school across the five Education Zones in the following order; Yola; 183=(15 principals, 60 teachers & 108 students), Numan; 143=(15 principals, 55 teachers & 73 students), Ganye; 99=(15 principals, 31 teachers & 53 students), Gombi; 176=(15 principals, 97 teachers & 64 students), Mubi; 168=(15 principals,



55 teachers & 98 students), totaling 75 principals, 298 teachers and 396 students respectively. The main advantage of proportionate stratified random sampling is that it captures key population characteristics in the sample. Similar to a weighted average, this method of sampling produces characteristics in the sample that are proportional to the overall population. Simple random sampling was used in selecting the 298 teachers across the five Education Zones respectively. The choice of this sampling technique is because it gave each of the 298 respondents equal opportunity of being included in the study. Simple random sampling is used to make statistical inferences about the population. The choice of this sampling technique will ensure high internal validity as randomization is the best method to reduce the impact of potential confounding variables

The instruments for data collection is a self-structured 10-items questionnaire titled “Teachers Classroom Management Techniques and Students Academic Performance Questionnaire (TCMTSAPQ)” and a Profoma of first, second and third term Senior Secondary School II Mathematics and English Language. To ensure the face validity of the instruments, the instruments were submitted to three experts from the Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola for validation. Data were collated and analyzed for reliability using Cronbach Alpha Statistic. The overall co-efficient of each component of “Teachers Classroom Management Techniques and Students Academic Performance Questionnaire (TCMTSAPQ)”, yielded .088. The reliability co-efficient of .088 shows that the instrument is reliable and can measure what it purports to measure. Descriptive and inferential statistics were used in analyzing the data. Specifically, Descriptive statistics of Mean and Standard Deviation were used in answering the three research questions raised for the study. While, Simple Linear Regression Analysis was used in testing null hypotheses (1-2) at 0.05 level, while Multiple Regression Analysis was used in testing hypothesis 3 at 0.05 Alpha level of significance.

## RESULTS

This section contains the presentation of results derived from data collected and the discussion of the results/findings.

### Data Presentation and Analysis

Descriptive statistics of mean and standard deviation were used in answering the research questions.

#### Research Questions 1

What is the level of classroom instructional supervision in Post Basic Schools in Adamawa State?

**Table 1: Mean and Standard Deviation of Level of Classroom Instructional Supervision in Post Basic Schools in Adamawa State**

S/N	Item n = 373	Mean	Std. D	Remarks
1	Checking of students note by teachers	3.50	1.25	HL
2	Classroom observation enhances students' cooperative learning	2.70	1.42	ML
3	Classroom visitation during free periods to engage learners with extracurricular activities	2.85	1.49	ML
4	Moderation of examination questions by teachers	3.35	1.17	ML
5	Inspection of teachers record keeping strategies by principals	3.62	1.22	HL
	<b>Grand Mean</b>	<b>3.20</b>	<b>1.31</b>	<b>ML</b>

Analysis in Table 1 shows the mean and standard deviation of level of classroom instructional supervision in Post Basic Schools in Adamawa State. The grand mean of 3.20 and standard deviation of 1.31 indicates moderate level of classroom instructional supervision in Post Basic Schools in Adamawa State.

## Research Questions 2

What is the level of delegation of authority in Post Basic Schools in Adamawa State?

**Table 2: Mean and Standard Deviation of Level of Delegation of Authority in Post Basic Schools in Adamawa State**

S/N	Item n = 373	Mean	Std. D	Remarks
1	Delegation of supervisory duties to students by teachers	2.32	1.13	LL
2	Delegation of academic duties to students by teachers	2.31	1.16	LL
3	Delegation of leadership duties to students by teachers	2.96	1.32	LL
4	Delegation of financial duties to students by teachers	2.34	1.17	LL
5	Delegation of extracurricular duties to students by teachers	2.28	1.15	LL
	<b>Grand Mean</b>	<b>2.44</b>	<b>1.19</b>	<b>LL</b>

The analysis results presented in Table 2 reveal the average and variability (standard deviation) in the delegation of authority within Post Basic Schools located in Adamawa State. The overall average score of 2.44 and standard deviation of 1.19 signifies a low level of delegation of authority within these schools in Adamawa State.

## Research Questions 3

What is the level of teacher's classroom management-techniques (classroom instructional supervision, delegation of authority, verbal instruction, classroom discipline and classroom reward) in Post Basic Schools in Adamawa State?

**Table 3: Mean and Standard Deviation of Level of Teachers' Classroom Management Techniques in Post Basic Schools in Adamawa State**

S/N	Item n = 373	Mean	Std. D	Remarks
1	Checking of students note by teachers	3.50	1.25	HL
2	Classroom observation enhances students' cooperative learning	2.70	1.42	ML
3	Classroom visitation during free periods to engage learners with extracurricular activities	2.85	1.49	ML
4	Moderation of examination questions by teachers	3.35	1.17	ML
5	Inspection of teachers record keeping strategies by principals	3.62	1.22	HL
6	Delegation of supervisory duties to students by teachers	2.32	1.13	LL
7	Delegation of academic duties to students by teachers	2.31	1.16	LL
8	Delegation of leadership duties to students by teachers	2.96	1.32	ML
9	Delegation of financial duties to students by teachers	2.34	1.17	LL
10	Delegation of extracurricular duties to students by teachers	2.28	1.15	LL
	<b>Grand Mean</b>	<b>2.82</b>	<b>1.25</b>	<b>ML</b>

The results from the analysis presented in Table 3 depict the average and standard deviation related to the proficiency of teachers in employing various classroom management techniques, including classroom

instructional supervision, delegation of authority, verbal instruction, classroom discipline, and classroom reward, within Post Basic Schools in Adamawa State. The overall mean score of 2.94 and standard deviation of 1.25 signifies a moderate level of effectiveness in these teacher's classroom management techniques across Post Basic Schools in Adamawa State.

**H<sub>01</sub>** There is no significant relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State.

**Table 4a: ANOVA of Linear Regression Analysis of Relationship between Classroom Instructional Supervision and Students' Academic Performance in Post Basic Schools in Adamawa State**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	185.375	1	185.375	430.780	.000 <sup>b</sup>
	Residual	159.650	394	.430		
	Total	345.025	395			

a. Dependent Variable: Zscore: students' academic performance

b. Predictors: (Constant), Classroom instructional supervision

Results of Analysis in Table 4a summarize the results of the ANOVA of linear regression analysis of relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State. The results show that there is significant relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State,  $F(1, 395) = 430.780, p < 0.05$ . The null hypothesis is rejected since the p-value (0.000) is less than 0.05.

**Table 4b: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733 <sup>a</sup>	.537	.536	.65599085

a. Predictors: (Constant), Classroom instructional supervision

Table 4b shows a model summary that demonstrates how the independent variable accounts for the variance in the dependent variable and the strength of relationship between the variables. The results reveal that 53.6% of the variation in students' academic performance in Post Basic Schools could be attributed to the Classroom instructional supervision. The results also show that there is strong relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State as indicated by the r – value of 0.733.

**Table 4c: Coefficients of Beta**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.944	.105		-18.572	.000
	Classroom instructional supervision	.577	.028	.733	20.755	.000

a. Dependent Variable: Zscore: students' academic performance

The result in Table 4c indicates the coefficient of Beta of the regression analysis of relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa

State. The result shows a beta coefficient of 0.733,  $p < 0.05$ . This indicates that there is strong, positive and significant relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State.

**H<sub>02</sub>:** There is no significant relationship between delegation of authority and students' academic performance in Post Basic Schools in Adamawa State.

**Table 5a: ANOVA of Linear Regression Analysis of Relationship between Delegation of Authority and Students' Academic Performance in Post Basic Schools in Adamawa State**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	207.570	1	207.570	560.245	.000 <sup>b</sup>
	Residual	137.455	394	.370		
	Total	345.025	395			

a. Dependent Variable: Zscore: students' academic performance

b. Predictors: (Constant), Delegation of authority

The outcomes from the analysis presented in Table 5a provide a summary of the ANOVA of linear regression analysis, examining the connection between delegation of authority and students' academic performance in Post Basic Schools located in Adamawa State. The results indicate a significant relationship between delegation of authority and students' academic performance in these schools within Adamawa State, as evidenced by the significant F-statistic of 560.245 with a p-value of less than 0.05. Consequently, we reject the null hypothesis.

**Table 5b: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776 <sup>a</sup>	.602	.601	.60868609

a. Predictors: (Constant), Delegation of authority

Table 5b provides a model summary that illustrates the extent to which the independent variable explains the variability in the dependent variable and the robustness of the relationship between these variables. The results indicate that 60.1% of the variance in students' academic performance in Post Basic Schools can be explained by the Delegation of authority. Furthermore, the results highlight a significant and strong relationship between Delegation of authority and students' academic performance in Post Basic Schools within Adamawa State, as evidenced by an r-value of 0.776.

**Table 5c: Coefficients of Beta**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.402	.071		-19.674	.000
	Delegation of authority	.659	.028	.776	23.669	.000

a. Dependent Variable: Zscore: students' academic performance

Table 5c presents the Beta coefficient derived from the regression analysis assessing the relationship between delegation of authority and students' academic performance in Post Basic Schools in Adamawa State. The outcome reveals a Beta coefficient of 0.776, with a significance level of  $p < 0.05$ . This signifies a robust,



positive, and statistically significant relationship between delegation of authority and students' academic performance in Post Basic Schools in Adamawa State.

**Ho<sub>3</sub>:** There is no significant relationship between teacher's classroom management techniques (classroom instructional supervision, delegation of authority, verbal instruction, classroom discipline, classroom reward) and students' academic performance in Post Basic Schools in Adamawa State.

**Table 6a: ANOVA of Linear Regression Analysis of Relationship between Teacher's Classroom Management Techniques and Students' Academic Performance in Post Basic Schools in Adamawa State**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	220.889	5	44.178	130.608	.000 <sup>b</sup>
	Residual	124.136	391	.338		
	Total	345.025	395			

a. Dependent Variable: Zscore: students' academic performance

b. Predictors: (Constant), Classroom reward, delegation of authority, Verbal instruction, Classroom instructional supervision, Classroom discipline

Results of Analysis in Table 6a summarize the results of the ANOVA of linear regression analysis of relationship between teacher's classroom management techniques (classroom instructional supervision, delegation of authority, verbal instruction, classroom discipline, classroom reward) and students' academic performance in Post Basic Schools in Adamawa State. The results show that there is significant relationship between teacher's classroom management techniques (classroom instructional supervision, delegation of authority, verbal instruction, classroom discipline, classroom reward) and students' academic performance in Post Basic Schools in Adamawa State,  $F(5, 395) = 130.608, p < 0.05$ . The null hypothesis is rejected since the p-value (0.000) is less than 0.05.

**Table 6b: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800 <sup>a</sup>	.640	.635	.58158934

a. Predictors: (Constant), Classroom reward, delegation of authority, Verbal instruction, Classroom instructional supervision, Classroom discipline

Table 6b shows a model summary that demonstrates how the independent variable accounts for the variance in the dependent variable and the strength of relationship between the variables. The results reveal that 63.5% of the variation in students' academic performance in Post Basic Schools could be attributed to the teacher's classroom management techniques (classroom instructional supervision, delegation of authority, verbal instruction, classroom discipline, classroom reward). The results also show that there is strong relationship between teacher's classroom management techniques (classroom instructional supervision, delegation of authority, verbal instruction, classroom discipline, classroom reward) and students' academic performance in Post Basic Schools in Adamawa State as indicated by the r – value of 0.800.

**Table 6c: Coefficients of Beta**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.670	.127		-13.114	.000

Classroom instructional supervision	.299	.209	.380	1.431	.153
Delegation of authority	.427	.104	.503	4.095	.000
a. Dependent Variable: Zscore: students' academic performance					

Table 6c presents the beta coefficients and their associated significance values for each predictor in the regression model with the dependent variable being students' academic performance (Zscore).

Firstly, the constant term represents the intercept of the model and is -1.670, with a highly significant p-value of .000. This indicates that when all other predictor variables are zero, the expected students' academic performance is -1.670.

Among the predictor variables, Classroom instructional supervision has a standardized coefficient (Beta) of .380 with a p-value of .153. This suggests that for a one-standard deviation increase in Classroom instructional supervision, there is a corresponding increase in Zscore by .380 units, although this relationship is not statistically significant at the conventional alpha level of .05 ( $p = .153$ ).

Delegation of authority has a substantial standardized coefficient of .503 with a highly significant p-value of .000. This means that a one-standard deviation increase in Delegation of authority is associated with a .503 standard deviation increase in students' academic performance, and this relationship is statistically significant.

Delegation of authority, is a statistically significant predictor, with positive or negative effects on students' academic performance, while Classroom instructional supervision does not show statistically significant relationship with students' academic performance in this analysis.

The Beta value for Classroom instructional supervision was slightly lower (0.380), indicating that it made less of a unique contribution in predicting students' academic performance.

### Summary of Major Findings

1. The results show that there is significant positive relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State,  $F(1, 395) = 430.780, p < 0.05$ .
2. The results indicate a significant positive relationship between delegation of authority and students' academic performance in these schools within Adamawa State, as evidenced by the significant F-statistic of 560.245 with a p-value of less than 0.05.
3. The results show that there is significant positive relationship between teacher's classroom management techniques (classroom instructional supervision and delegation of authority) and students' academic performance in Post Basic Schools in Adamawa State,  $F(2, 395) = 130.608, p < 0.05$ .

### DISCUSSION OF FINDINGS

Based on the results of the analysis of the three research questions and the test of three null hypotheses of this study, the following findings are discussed here for easy understanding. Based on the above, the findings of this study shall be discussed alongside the opinions and findings of authorities as contained in the review of related empirical studies of this study.

The first finding of this study revealed that there is significant relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State,  $F(1, 395) = 430.780, p < 0.05$ . The results reveal that 53.6% of the variation in students' academic performance in Post Basic Schools could be attributed to the Classroom instructional supervision. The result shows a beta coefficient of 0.733,  $p < 0.05$ . This indicates that there is strong, positive and significant relationship between classroom instructional supervision and students' academic performance in Post Basic Schools in Adamawa State. The finding agrees with that of Ivagher et al. (2021) whose findings revealed that classroom visitation and classroom observation has significant influence on students' academic performance in secondary schools

in Makurdi Education Zone of Benue State, Nigeria. This finding is in agreement with that of Phocas and Andala (2020) whose findings revealed that 69.4% argue that always teachers are required to show evidences of the direct relationship between their teaching and their student progress; 53.1% reiterate that always teachers are requested to demonstrated the proper feedback they gave to students by showing how student have done, what they need to improve their learning and success; and 52.2% were asked to show their plan of actions. A Pearson correlation coefficient presented the relationship between observation of lessons and students' performance  $r=0.493$ , visiting classrooms and students' performance  $r=0.518$  and checking records and students' performance  $r = 0.360$ . This finding is consistent with the finding of Usman (2015) whose findings revealed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation/inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools.

The second finding of this study revealed that there is a significant relationship between delegation of authority and students' academic performance in Post Basic Schools within Adamawa State, as evidenced by the significant F-statistic of 560.245 with a p-value of less than 0.05. The results indicate that 60.1% of the variance in students' academic performance in Post Basic Schools can be explained by the Delegation of authority. The outcome reveals a Beta coefficient of 0.776, with a significance level of  $p<0.05$ . This signifies a robust, positive, and statistically significant relationship between delegation of authority and students' academic performance in Post Basic Schools in Adamawa State. This finding is consistent with that of Onesmo et al. (2022) whose findings revealed that delegation of responsibility fosters shared leadership responsibility between head of schools and experienced teachers, as well as develops accountability and commitment among the teaching staff. This finding corroborate with that of Patrick (2020) whose findings revealed that delegation of authority has a significant influence on the provision of quality education in schools and that there is a significant relationship between delegation of authority and the provision of quality education in schools. This finding agrees with that of George et al. (2017) whose findings revealed that delegation of authority to learners significantly influence their academic performance positively. This finding corroborate with that of Bakar (2015) whose findings revealed, that to a large extent school heads around Micheweni District delegate school duties to their teachers. The study concludes that effective delegation of school duties is the most important managerial aspect in improving students' academic performance. However, Bakar (2015) findings is in disagreement with the findings of this study as it revealed that most public secondary schools encounter a number of challenges including under-staffing, lack of authority and teaching lord, and some school teachers do not give their students authority to fully perform the duties of the superiors as this affects students academic performance negatively. This finding further disagrees with that of Patrick (2020) whose finding revealed that principal's philosophy of delegation of authority has no significant relationship with the teaching-learning process in public secondary schools.

The third finding of this study revealed that there is a is significant relationship between teacher's classroom management techniques (classroom instructional supervision and delegation of authority) and students' academic performance in Post Basic Schools in Adamawa State,  $F(5, 395) = 130.608$ ,  $p < 0.05$ . The results reveal that 63.5% of the variation in students' academic performance in Post Basic Schools could be attributed to the teacher's classroom management techniques (classroom instructional supervision and delegation of authority). The results also show that there is strong relationship between teacher's classroom management techniques (classroom instructional supervision and delegation of authority) and students' academic performance in Post Basic Schools in Adamawa State as indicated by the r-value of 0.800. This finding corroborate with those Onesmo et al. (2022); Ivagher et al. (2021); Phocas and Andala (2020); Patrick (2020); George et al. (2017); Usman (2015); whose findings revealed that classroom instructional supervision and delegation of authority have moderate significant relationship with students academic performance in schools.

## CONCLUSION

Based on the findings of this study, it was concluded that teachers' classroom management techniques of; classroom instructional supervision and delegation of authority have positive significant relationship on academic performance in Post Basic Schools in Adamawa State. Imperatively, the study has shown that;

classroom instructional supervision and delegation of authority as classroom management techniques can be considered good enough to be adopted by Post Basic School teachers in Adamawa State. This is because, such classroom management techniques (classroom instructional supervision and delegation of authority) are also geared towards improving academic performance of students in Post Basic Schools in Adamawa State.

## RECOMMENDATIONS

Based on the findings of this study the following recommendations were made:

1. There should be regularity, continuity, and quality in supervision with a provision for adequate funding and capacity building. For instructional assessment; inspection of teacher's records keeping strategies by principals, checking of students note by teachers and moderation of examination questions by teachers is appropriate to the current times.
2. State Universal Basic Education Board (SUBEB) should to develop a clear template for classroom teachers on proper delegation of responsibility to learners for improving the quality of their classroom participation in public secondary schools. Teachers should constantly follow-up students whom they delegate authority to ensuring that every instruction is carried out as expected. Policy makers should organize seminars for classroom teachers on the need to implement delegation of authority in their respective classrooms by using their creative minds for the achievement of school objectives.
3. Adamawa State Government in collaboration with other non-governmental organisations among other educational stakeholders should sensitize teachers on the need to incorporate classroom instructional supervision and delegation of authority in their daily routine as this would positively influence students' academic performance in Post Basic Schools in the State.

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