

TEACHERS' CREATIVE CLASSROOM MANAGEMENT TECHNIQUES AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study examined the relationship between teachers' creative classroom management techniques and students' academic performance in public secondary schools in Anambra State. Specifically, the study explored relationship between teachers' instructional creativity, behavioural management strategies and classroom organization techniques and students' academic performance. The study was guided by three research questions and anchored on Classroom Management Theory by Kounin (1970) which emphasized the significance of teachers' proactive classroom management techniques in fostering a conducive learning environment. The theory was selected because it suggested that effective classroom management is not merely about controlling student behaviour, but rather about creating a structured environment that promotes student engagement and learning. The correlational research design was adopted for the study, with a sample consisting of 52 SS 2 English Language teachers and 960 students from 20 selected schools in Awka and Nnewi Education Zones. Purposive sampling technique was employed which ensured the inclusion of schools with SS 2 English Language teachers and accessible academic performance records of SS 2 students in English Language. Data were collected using a teacher questionnaire and students' academic performance records. The collected data were analysed using the Pearson Product Moment Correlation Coefficient. The findings revealed strong positive correlations between each of the teachers' creative classroom management techniques (instructional creativity, behavioural management strategies and classroom organization techniques) and students' academic performance. These correlations suggested that teachers' classroom management techniques are significantly related to students' academic performance. The study concluded that improving teachers' classroom management techniques is essential for enhancing students' academic outcomes. Based on these findings, the study recommended among others that teachers should undergo regular professional development programs on instructional creativity, focusing on innovative teaching methods that actively engage students and foster critical thinking. This would make lessons more interactive and relevant, enhancing students' motivation and participation, thereby improving academic performance.

Keywords: Teachers, Creative Classroom Management, Instructional Creativity, Behavioural Management, Effective Teaching Strategies, Academic Performance.

Introduction

Students' academic performance is a fundamental indicator of educational success and societal advancement, serving as a benchmark for assessing the effectiveness of educational systems and policies. Academic performance, typically measured through grades, standardized test scores and other indices of learning outcomes, reflects the extent to which students have achieved prescribed learning objectives and acquired critical skills necessary for personal and professional growth (Ikegbusi, 2018a). As a core determinant of an individual's future prospects, academic performance has far-reaching implications, influencing access to higher education, employability and socio-economic mobility (Hattie, 2018).

High levels of academic performance are associated with the development of competencies such as critical thinking, problem-solving and adaptability, which are essential for navigating the complexities of the modern world. Furthermore, academic excellence contributes to nation-building by fostering an educated and skilled workforce capable of driving innovation and economic growth (UNESCO, 2021). In contrast, poor academic performance can lead to limited opportunities, perpetuating cycles of poverty and underdevelopment, particularly in low and middle-income countries (Ikegbusi et al., 2018).

However, achieving optimal academic performance is often hindered by numerous challenges. Factors such as inadequate instructional practices, ineffective classroom management, insufficient teaching resources and low levels of student motivation have been identified as significant barriers (Kyriakides et al., 2018). In the Nigerian context, public secondary schools face additional constraints, including overcrowded classrooms, teacher shortages and limited in-service training and professional development opportunities for educators (Ikegbusi & Eziamaka, 2018). These issues have a compounding effect, undermining the quality of education and exacerbating disparities in learning outcomes.

Moreover, the socio-economic background of students plays a critical role in shaping academic performance. Studies have shown that students from disadvantaged backgrounds are more likely to encounter obstacles such as inadequate access to learning materials, poor nutrition, and limited parental involvement, all of which negatively impact their academic achievement (Banerjee et al., 2017). Addressing these challenges requires a multi-faceted approach that involves enhancing the quality of teaching, implementing innovative classroom management strategies, and creating equitable learning environments that cater to the diverse needs of students.

In the context of Anambra State, Nigeria, the academic performance of students in public secondary schools remains a pressing concern. Persistent issues such as a lack of infrastructure, out-dated curricula and limited teacher creativity in classroom management have been cited as major contributors to suboptimal learning outcomes (Okebukola, 2020). Recent educational reforms have sought to address some of these challenges, yet the implementation of these initiatives often falls short due to resource constraints and systemic inefficiencies (Ukwueze et al., 2021).

Given the critical role of academic performance in shaping the trajectories of individuals and societies, it is imperative to explore innovative strategies that can enhance learning outcomes. Creative classroom management techniques, for instance, have shown promise in fostering a conducive learning environment and addressing the diverse needs of learners (Marzano & Marzano, 2021). By examining the interplay between classroom management and academic performance, this study aimed to provide actionable insights that can inform policy and practice, ultimately contributing to the advancement of education in Anambra State and beyond.

Classroom management plays a vital role in shaping the learning environment and influencing students' academic outcomes. It involves a deliberate and systematic approach by teachers to establish order, engage students and foster a conducive atmosphere for learning (Edozie et al., 2020). Effective classroom management goes beyond maintaining discipline; it creates a structured environment where students feel safe, respected, and motivated to learn. Simonsen et al. (2018) emphasized that well-implemented classroom management strategies reduce disruptions, improve student behaviour and promote active engagement in the learning process. Such an environment not only enhances academic performance but also nurtures essential life skills like cooperation, self-regulation and resilience.

In recent years, creative classroom management techniques have gained prominence for their potential to address the diverse and dynamic needs of learners. Creative classroom management involves employing innovative, engaging and adaptable strategies that inspire active participation, foster critical thinking and encourage collaboration among students. Unlike traditional methods that often rely on rigid rules and punitive measures, creative techniques focus on inclusivity, personalization and the use of engaging tools to captivate students' interest and attention. Research by Marzano and Marzano (2021) underscored the significance of creativity in classroom management, highlighting that innovative approaches not only improve academic outcomes but also positively influence students' attitudes, motivation, and social interactions.

One aspect of creative classroom management is the integration of technology and multimedia tools to make lessons more interactive and engaging. For instance, the use of gamification, virtual simulations and collaborative digital platforms can transform mundane topics into exciting learning experiences (Zheng et al., 2022). Another dimension involves differentiated instruction, where teachers tailor their strategies to accommodate varying learning styles, abilities and interests. This approach ensures that all students, including those with special needs or learning difficulties, receive the support they need to succeed (Tomlinson, 2020).

Moreover, creative classroom management emphasized building positive teacher-student relationships through open communication, mutual respect and empathy. Establishing such relationships fosters a supportive classroom climate where students feel valued and motivated to engage actively in their studies. Positive reinforcement techniques, such as praise, rewards and recognition of achievements, further enhance students' confidence and commitment to learning (Emmer & Evertson, 2019).

Despite the growing recognition of its benefits, implementing creative classroom management techniques requires significant effort, adaptability and continuous professional development on the part of teachers. Challenges such as large class sizes, limited resources and lack of training can hinder their effectiveness, particularly in contexts like public secondary schools in developing regions. However, studies suggested that with adequate support, teachers can successfully adopt and sustain creative management practices, leading to significant improvements in both academic and behavioural outcomes (Bettini et al., 2020).

The relevance of creative classroom management in today's educational landscape cannot be overstated. By fostering an engaging, inclusive and dynamic learning environment, these techniques empower students to achieve their full academic potential and develop skills essential for success in an ever-evolving world. This underscored the need for further research and investment in innovative classroom management practices, particularly in contexts with unique challenges, such as public secondary schools in Anambra State as a whole and Nigeria in general. Teachers' creative classroom management techniques, was analyzed through instructional creativity, behavioural management and classroom organization, each contributing uniquely to effective learning and academic outcomes

Instructional creativity refers to the ability of teachers to design and implement engaging, interactive and innovative lessons that cater to diverse learning styles. Instructional creativity promotes active student involvement, critical thinking and problem-solving skills, which are essential for academic success (Zheng et al., 2022). By integrating technology, storytelling, gamification, and other innovative techniques, teachers can make learning more relatable and enjoyable, thereby increasing student motivation and participation. In the context of this study, instructional creativity would be examined to determine its relationship with students' academic performance.

Behavioural management involves strategies used by teachers to maintain discipline, address disruptive behaviours and create a respectful and supportive classroom atmosphere. Effective behavioural management techniques, such as positive reinforcement, conflict resolution and clear communication of expectations, contribute to a stable learning environment where students can focus on their studies (Emmer & Evertson, 2019). Behavioural management also includes the development of classroom rules collaboratively with students, fostering a sense of ownership and responsibility. This study would investigate how behavioural management relates with students' academic performance, particularly in environments where discipline issues are prevalent.

Classroom organization encompasses the physical and psychological structuring of the classroom to optimize learning. This includes seating arrangements, availability of teaching resources and the establishment of routines and procedures. A well-organized classroom minimizes distractions, enhances efficiency and supports the academic and social development of students (Brophy, 2020). In addition to the physical layout, classroom organization involves creating an inclusive environment where students feel safe and valued. The study would explore the relationship between classroom organization and students' academic performance, considering how resource limitations in public secondary schools may affect organizational strategies.

Despite the growing body of literature on classroom management and its effects on student performance, there is a paucity of research specifically addressing the role of teachers' creative classroom management techniques in the Nigerian educational context, particularly in public secondary schools in Anambra State. Most existing studies have focused on general classroom management practices without delving into the creative and innovative aspects that align with the unique challenges and opportunities in this region. Additionally, there is limited empirical evidence on how these techniques can be adapted to address large class sizes, inadequate resources and cultural diversity within Nigerian schools (Bettini et al., 2020; Tomlinson, 2020). This study aimed to bridge this gap by examining how creative classroom management techniques employed by teachers correlate with students' academic performance, thereby providing insights that could inform policy and practice to enhance educational outcomes in public secondary schools.

Statement of the Problem

The academic performance of students in public secondary schools in Anambra State remains a significant concern for educators, policymakers and stakeholders. Despite several initiatives aimed at improving the quality of education, such as teacher training programs and resource allocation, students' academic outcomes continue to fall short of expectations. This enduring challenge raises critical questions regarding the effectiveness of classroom management techniques employed by teachers, particularly in the context of public schools in the state.

Among the various classroom management strategies, teachers' creative classroom management techniques, specifically instructional creativity, behavioural management and classroom organization, have been identified as essential factors that may influence students' academic performance. Instructional creativity involves innovative teaching approaches that engage students, promote active learning, and cater to diverse learning styles. However, in many schools in Anambra State, teachers often struggle to implement these creative methods due to challenges such as inadequate resources, large class sizes and limited professional development opportunities.

Behavioural management, which focused on maintaining discipline and creating a supportive learning environment, plays a vital role in minimizing disruptions and fostering an atmosphere conducive to academic success. Yet, despite its importance, many teachers in public secondary schools in Anambra State encounter difficulties in effectively managing classroom behaviour due to overcrowding and a lack of training in advanced behavioural techniques.

Classroom organization, which refers to the arrangement of the physical and psychological classroom environment, is another critical aspect of creative classroom management. Well-organized classrooms enhance learning by minimizing distractions and supporting student engagement. However, resource constraints, including insufficient teaching materials and inadequate physical spaces, hinder the ability of teachers to implement optimal classroom organization strategies.

Despite the growing recognition of these creative classroom management techniques, there is a lack of empirical evidence specifically addressing their relationship with students' academic performance in the context of public secondary schools in Anambra State. Existing studies have largely overlooked the interplay between instructional creativity, behavioural management and classroom organization, and how these factors collectively relate with academic performance. Additionally, there is limited research exploring how these techniques can be adapted to address the unique challenges of large class sizes, socio-economic disparities and resource limitations in this region. This gap in knowledge calls for a focused investigation to examine the correlation between teachers' creative classroom management techniques, specifically instructional creativity, behavioural management and classroom organization and students' academic performance in public secondary schools in Anambra State. Understanding these relationships is crucial for informing educational policy and practice and ensuring that classroom management strategies are optimized to improve academic performance for students in the region.

Purpose of the Study

The main purpose of this study is to examine teachers' creative classroom management techniques as correlates of students' academic performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the relationship between teachers' instructional creativity and students' academic performance in public secondary schools in Anambra State.
2. examine the correlation between teachers' behavioural management strategies and students' academic performance in public secondary schools in Anambra State.
3. assess the relationship between teachers' classroom organization techniques and students' academic performance in public secondary schools in Anambra State.

Scope of the Study

The geographical scope of this study encompassed all public secondary schools in Anambra State. The content scope specifically focused on examining the relationship between teachers' creative classroom management techniques variables including instructional creativity, behavioural management strategies and classroom organization techniques and students' academic performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between teachers' instructional creativity and students' academic performance in public secondary schools in Anambra State?
2. What is the correlation between teachers' behavioural management strategies and students' academic performance in public secondary schools in Anambra State?
3. What is the relationship between teachers' classroom organization techniques and students' academic performance in public secondary schools in Anambra State?

Literature Review

Teachers' Creative Classroom Management Techniques

Teachers' creative classroom management techniques play a crucial role in creating conducive learning environments that enhance student engagement and learning outcomes. Effective classroom management is not just about discipline but involves creating a dynamic and responsive environment that meets students' individual and collective needs. Creative classroom management techniques emphasize innovation and flexibility, allowing teachers to adapt to diverse classroom settings and the varied needs of students (Cheng & Leung, 2021). Nadeem and Ahsan (2022) affirmed that creative classroom management focuses on building positive teacher-student relationships, fostering active participation and using interactive teaching methods to address behavioural issues and maintain order.

The importance of teachers' creativity in classroom management is underscored by its ability to facilitate the development of a positive classroom climate. A study by Steinberg (2022) highlighted that creative management strategies, such as cooperative learning activities, the use of multimedia and student-centred approaches, contribute significantly to improving classroom atmosphere, which, in turn, promotes academic success and reduces behavioural problems. Creative techniques, such as gamification, project-based learning and peer-mediated strategies, allow students to actively engage in the learning process while providing teachers with alternative ways to manage disruptions and maintain student focus (Lee et al., 2023).

Furthermore, creative classroom management techniques have been shown to foster student autonomy and self-regulation. Ko and Wang (2022) explained that techniques such as flexible seating arrangements, student-led discussions and personalized learning pathways enable students to take ownership of their learning, which enhances their motivation and reduces behavioural issues. Additionally, these techniques encourage collaboration among students, fostering teamwork and collective responsibility for maintaining a positive classroom environment (Morrison & Lambert, 2021). The use of creative classroom management also contributes to teachers' job achievement and professional (Ikegbusi et al., 2022). Teachers who incorporate innovative strategies, report feeling more confident and empowered in their roles (Jin & Tian, 2022). Moreover, when teachers implement creative strategies, they develop greater responsiveness to students' needs, which is critical in today's diverse and dynamic classroom settings (Nguyen, 2021).

Research further supported the idea that creative classroom management techniques enhance student learning outcomes. Teachers who employ creative techniques are more likely to create a classroom environment where students are motivated to engage in deep learning, exhibit better academic performance and develop essential social-emotional skills (Collie et al., 2021). The combination of structure and creativity in managing the classroom helps students feel safe, respected, and motivated to participate, which positively impacts both their academic and social development.

In conclusion, teachers' creative classroom management techniques are integral to fostering an environment that supports student engagement, academic success and positive social development. The growing body of research suggested that incorporating creative strategies into classroom management leads to improved student performance, enhances teachers' professional capabilities and cultivates a more dynamic and inclusive learning environment.

Students' Academic Performance

Students' academic performance is a critical indicator of their learning outcomes and is influenced by various factors, including individual characteristics, instructional methods, and the broader school environment. The measurement of academic performance typically includes assessments of students' grades, test scores, and overall achievement (Ikegbusi et al., 2018). Research has shown that academic performance is not only influenced by cognitive abilities but also by psychological, social and contextual factors that shape students' learning experiences (Bainbridge & Lasley, 2022). Understanding the complex interplay of these factors is essential for improving educational outcomes and promoting student success.

A key factor affecting academic performance is student motivation, which plays a pivotal role in driving academic achievement. Deci and Ryan (2020) asserted that intrinsic motivation, where students are driven by internal factors such as interest and enjoyment of the subject matter, is a strong predictor of academic success. Similarly, external motivation, such as rewards and grades, can also influence performance, though it tends to be less sustainable over time (Pintrich & Schunk, 2021). Furthermore, student engagement in the learning process has been shown to directly correlate with academic performance, with students who are more actively engaged in their learning experiencing better outcomes (Kahu, 2020).

Classroom environment and instructional quality are also critical determinants of academic performance. A positive and supportive classroom environment, characterized by effective classroom management, teacher-student relationships, and the use of diverse instructional strategies, enhances students' academic outcomes (Ikegbusi & Manafa, 2023). Research by Hattie (2020) suggested that teacher effectiveness has one of the most significant impacts on student achievement, with high-quality teaching practices leading to improved learning outcomes. Furthermore, collaborative learning environments where students engage in group work and peer interactions contribute to higher academic performance by fostering critical thinking and problem-solving skills (Ikegbusi & Okeke, 2022; Johnson & Johnson, 2021).

Family background and socio-economic factors are also key influences on students' academic performance. Several studies have highlighted the role of parental involvement in supporting academic achievement. For instance, parental expectations, support with homework and engagement in school activities are positively associated with better academic performance (Ikegbusi et al., 2023). In contrast, students from lower socio-economic backgrounds often face barriers such as limited access to educational resources, which can negatively affect their academic success (Siraj-Blatchford et al., 2021).

Moreover, the role of students' emotional and psychological well-being in academic performance is gaining increasing recognition. Research by Huebner and Gilman (2022) indicated that students who exhibit positive emotional states, such as high levels of self-esteem and low levels of anxiety, tend to perform better academically. Emotional resilience and mental health support systems are, therefore, integral to fostering academic success, particularly in challenging and high-pressure educational environments.

Technological integration in education has also emerged as a key factor influencing academic performance. Ikegbusi (2018b) stated the use of digital tools and platforms can enhance students' learning experiences, allowing for personalized learning, greater access to information and improved engagement. Studies have shown that technology can be particularly effective in supporting students with diverse learning needs and styles, thereby improving their academic performance (Lei, 2021). However, it is essential to ensure that technology is used appropriately and in a way that complements traditional teaching methods (Kirkwood & Price, 2020).

In conclusion, students' academic performance is influenced by a combination of internal and external factors, including motivation, classroom environment, socio-economic background, emotional well-being, and the integration of technology. To improve academic performance, it is essential for educators, policymakers, and parents to work collaboratively to create supportive learning environments that address these various factors. By fostering a holistic approach to student development, academic achievement can be significantly enhanced.

Theoretical Framework

Classroom Management Theory by Jacob Kounin (1970)

This study was anchored in Kounin's Classroom Management Theory (1970), which emphasized the significance of teachers' proactive classroom management techniques in fostering a conducive learning environment. Kounin's theory suggested that effective classroom management is not merely about controlling student behaviour, but rather about creating a structured environment that promotes student engagement and learning. His theory highlighted key principles such as withitness (the ability of teachers to be aware of what is happening in all parts of the classroom), overlapping (managing multiple activities simultaneously), and group alerting (keeping students actively involved in the lesson). These strategies contribute to minimizing disruptive behaviour and enhancing student learning.

Kounin's theory also emphasized the importance of maintaining a balance between control and creativity, with the belief that teachers who effectively manage classroom dynamics can create an environment where students are motivated to engage and perform academically. Teachers who demonstrate creativity in managing classroom behaviour, structuring lessons and organizing the learning space are more likely to promote a positive academic atmosphere that enhances students' overall performance.

Kounin's Classroom Management Theory is highly relevant to this study as it offered a framework for understanding how teachers' creative classroom management techniques, such as engaging instructional

strategies, effective behavioural management and dynamic classroom organization, contribute to students' academic performance. Teachers who apply Kounin's principles of wittiness, overlapping and group alerting can create a well-managed classroom that minimizes distractions, fosters active student participation and improves learning outcomes. This theory supported the notion that creative classroom management techniques not only ensure discipline but also promote an environment that is conducive for academic success. By applying Kounin's theory, this study sought to explore how teachers' creative management practices can enhance students' engagement and academic performance in public secondary schools in Anambra State.

Methodology

This study adopted a correlational research design to investigate the relationship between teachers' creative classroom management techniques and students' academic performance in public secondary schools in Anambra State. According to Ikegbusi (2022: 264), this design facilitated the exploration of the degree and direction of relationships between variables without manipulation.

The population for the study comprised all SS 2 English Language teachers and SS 2 students in public secondary schools in Awka and Nnewi Education Zones of Anambra State. Awka Zone has 64 schools, 174 SS 2 English Language teachers and 4,688 SS 2 students, while Nnewi Zone has 49 schools, 93 SS 2 English Language teachers and 2,933 SS 2 students.

The study adopted purposive sampling to select the two education zones, Awka and Nnewi, as they were specifically chosen for their representation of diverse socio-economic settings and educational environments, which aligned with the objectives of the study. Similarly, purposive sampling was used to select 20 schools, 10 from each zone, ensuring the inclusion of schools with SS 2 English Language teachers and accessible academic performance records of SS 2 students in English Language. This approach according to Obi et al (2022: 92) ensured that the selected schools provided relevant and reliable data for the investigation. The sample for the study comprised all SS 2 English Language teachers and students in the 20 selected schools. This consisted of 52 teachers (30 from Awka Zone and 22 from Nnewi Zone) and 960 students (580 from Awka Zone and 380 from Nnewi Zone).

Two instruments were used for data collection. The first was a Teacher Questionnaire (TQ), a self-structured instrument designed to measure teachers' creative classroom management techniques. The questionnaire focused on three sub-variables: teachers' instructional creativity, teachers' behavioural management strategies and teachers' classroom organization techniques. The TQ consisted of 30 items, equally distributed across the three sub-variables, and utilized a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The second instrument was the Academic Performance Record (APR), which assessed students' academic performance in English Language using their most recent test scores from termly assessments. These scores were retrieved from school records to ensure objectivity and reliability.

To ensure the reliability of the Teacher Questionnaire, a pilot test was conducted in Ogidi Education Zone, which shares similar characteristics with the selected zones. The pilot test involved 10 SS 2 English Language teachers from two purposively selected public secondary schools. The responses were analyzed using Cronbach Alpha to determine the internal consistency of the instrument. The reliability coefficients for the sub-variables were 0.82 for teachers' instructional creativity, 0.79 for teachers' behavioural management strategies and 0.85 for teachers' classroom organization techniques. The overall reliability coefficient was 0.82, indicating a high level of internal consistency and the instrument was deemed suitable for the main study.

The data collection process spanned four weeks. Research assistants distributed the Teacher Questionnaire to all the 52 SS 2 English Language teachers in the selected schools, providing guidance to ensure clarity and completeness. Students' academic performance data were directly retrieved from the school records of the 20 selected schools. Permissions were obtained from school administrators and education authorities to facilitate seamless data collection.

The collected data were analyzed using descriptive statistics, including mean and standard deviation, to summarize teachers' responses on the sub-variables of creative classroom management techniques and to identify patterns or trends. The Pearson Product-Moment Correlation Coefficient (PPMCC) was used to determine the strength and direction of the relationship between each sub-variable and students' academic performance. The decision rule for interpreting mean scores was that mean values of 2.5 or greater were interpreted as "Agreed," while mean values below 2.5 were interpreted as "Disagreed." This methodology provided a comprehensive analysis of the relationship between teachers' creative

classroom management techniques and the academic performance of SS 2 students in English Language in the 20 selected schools from Awka and Nnewi Education Zones of Anambra State.

Results

Table 1: Pearson r on Teachers' Instructional Creativity and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables		*N	Teachers' Instructional Creativity	Students' Academic Performance	Remarks
Teachers' Creativity	Instructional	52	1.00	0.765	High
Students' Performance	Academic	52	0.765	1.00	

The results in Table 1 revealed a Pearson correlation coefficient of 0.765 between teachers' instructional creativity and students' academic performance. This indicated a strong positive relationship between the two variables. The positive value suggested that as teachers' instructional creativity improves, there is a corresponding significant improvement in students' academic performance. The value 1.00 along the diagonal represented the perfect correlation of each variable with itself, which is expected in a correlation matrix. The strong correlation ($r = 0.765$) signified the importance of employing innovative and engaging teaching methods to boost students' learning outcomes and overall academic performance. The findings indicated that teachers who employ creative instructional techniques, such as interactive methods, varied teaching aids and innovative lesson delivery, positively influence students' academic performance. This highlighted the critical role of creativity in teaching, as it fosters student engagement, understanding and performance.

Table 2: Pearson r on Teachers' Behavioural Management Strategies and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables		*N	Behavioural Management Strategies	Students' Academic Performance	Remarks
Behavioural Strategies	Management	52	1.00	0.712	High
Students' Performance	Academic	52	0.712	1.00	

The Pearson correlation coefficient between teachers' behavioural management strategies and students' academic performance is 0.712, as shown in Table 2. This indicated a strong positive relationship between the two variables. The positive correlation implied that effective behavioural management strategies employed by teachers significantly enhance students' academic performance. The value 1.00 along the diagonal signified the perfect correlation of each variable with itself. The correlation coefficient of 0.712 reflected the importance of classroom management techniques in fostering a conducive learning environment that positively impacts academic performance. The findings suggested that teachers who implement effective behavioural management strategies, such as setting clear expectations, maintaining consistent discipline and employing proactive techniques to manage student behaviour, are more likely to facilitate better academic performance for students. This relationship highlighted the necessity of equipping teachers with the skills and tools to manage classroom behaviour effectively.

Table 2: Pearson r on Teachers' Classroom Organization Techniques and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	*N	Classroom Organization Techniques	Students' Academic Performance	Remarks
Classroom Organization Techniques	52	1.00	0.683	High
Students' Academic Performance	52	0.683	1.00	

The Pearson correlation coefficient between teachers' classroom organization techniques and students' academic performance is 0.683, as presented in Table 3. This indicated a strong positive relationship between the two variables. The positive value suggests that as teachers enhance their classroom organization techniques, students' academic performance improves correspondingly. The value 1.00 along the diagonal represented the perfect correlation of each variable with itself. The correlation coefficient of 0.683 demonstrated that well-organized classrooms contribute significantly to fostering an environment conducive to better academic achievement. The findings implied that teachers who effectively organize their classrooms, through structured seating arrangements, accessible learning materials, clear instructional routines, and minimizing disruptions, create an environment that promotes student engagement and academic performance. This highlighted the critical role of classroom organization in improving student learning outcomes.

Discussion of Findings

Correlation between Teachers' Behavioural Management Strategies and Students' Academic Performance in Public Secondary Schools in Anambra State

The findings of the study revealed a strong positive relationship between teachers' instructional creativity and students' academic performance in public secondary schools in Anambra State. Specifically, the results indicated that an increase in teachers' instructional creativity corresponds to a significant improvement in students' academic performance. The Pearson correlation coefficient (r) of 0.762 demonstrates that teachers' ability to adopt creative instructional strategies positively impacts students' learning outcomes.

These findings aligned with the work of Eze (2023), who emphasized that teachers' use of innovative teaching methods, such as interactive learning, differentiated instruction, and technology integration, fosters better understanding and retention among students. Similarly, Obi and Nwachukwu (2022) highlighted that instructional creativity stimulates students' interest and motivation, which are critical factors in academic performance. However, Adeyemi et al. (2023) argued that while instructional creativity is essential, it must be complemented by adequate learning resources and student readiness to achieve significant academic gains. They noted that a lack of access to teaching aids and infrastructural challenges could undermine the effectiveness of even the most creative instructional methods.

Correlation between Teachers' Behavioural Management Strategies and Students' Academic Performance in Public Secondary Schools in Anambra State

The findings of this study revealed a strong positive relationship between teachers' behavioural management strategies and students' academic performance in public secondary schools in Anambra State. The correlation coefficient of 0.712 indicated a high positive association, suggesting that effective behavioural management strategies by teachers are significantly related to better academic performance among students. This means that when teachers implement effective classroom management strategies, students are likely to perform better academically. This finding aligned with the results of several studies in the literature, which emphasized the importance of classroom discipline, management and teacher-student interactions in improving student performance. For instance, Obasi (2023) argued that classroom management techniques directly influence students' engagement, motivation, and overall academic success. Similarly, Adeyemi (2024) supported this view, indicating that teachers who exhibit consistent and fair behavioural management practices help create a conducive learning environment, which ultimately contributes to enhanced academic performance. However, Okoro et al. (2022) contrasted the findings by saying that while behavioural management is important, it alone may not be sufficient to drive significant academic improvements. They suggest that other factors such as teacher subject expertise and resource

availability also play crucial roles in determining academic performance. This perspective challenges the assumption that strong classroom management can singlehandedly improve students' academic performance.

Correlation between Teachers' Classroom Organization Techniques and Students' Academic Performance in Public Secondary Schools in Anambra State

The study revealed a strong positive relationship between teachers' classroom organization techniques and students' academic performance in public secondary schools in Anambra State. The correlation coefficient of 0.683 indicated a high positive association, suggesting that effective classroom organization techniques by teachers are significantly related to better academic performance among students. This means that when teachers implement effective classroom organization, including clear lesson structures, effective time management, and a well-organized classroom environment, students tend to perform better academically. This finding is consistent with the work of several scholars who have emphasized the role of classroom organization in enhancing student performance. For instance, Akinyemi and Okojie (2023) argued that well-structured classrooms foster an environment conducive to learning, helping students focus on tasks and improve their academic outcomes. They highlighted that classroom organization, such as the arrangement of learning materials and the systematic approach to lesson delivery, directly impacts students' ability to engage with content effectively. On the other hand, Okoye and Dike (2022) argued that while classroom organization can positively influence academic performance, it may not be as significant when compared to other factors such as teaching strategies, student motivation and parental involvement. They suggested that an overemphasis on organizational techniques could overshadow the importance of interactive teaching methods that engage students in higher-order thinking skills.

Conclusion

The findings of this study provided valuable insights into the relationship between teachers' classroom management techniques and students' academic performance in public secondary schools in Anambra State. The study revealed significant positive correlations between teachers' instructional creativity, behavioural management strategies and classroom organization techniques with students' academic performance. Specifically, the study indicated that teachers' instructional creativity, behavioural management strategies and classroom organization techniques all contribute significantly to enhancing students' academic performance.

Recommendations

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

1. Teachers should undergo regular professional development programs on instructional creativity, focusing on innovative teaching methods that actively engage students and foster critical thinking. This would make lessons more interactive and relevant, enhancing students' motivation and participation, thereby improving academic performance.
2. Schools should implement training initiatives to strengthen teachers' behavioural management strategies. These programs should equip teachers with effective techniques to promote positive discipline, manage classroom behaviour and create a supportive learning environment that fosters focus and enhances academic performance.
3. Teachers should receive training on effective classroom organization techniques, including optimizing classroom layouts and managing time efficiently. Proper organization minimizes distractions, fosters a productive learning environment and ensures smooth lesson delivery, contributing to improved student performance.

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