

TEACHERS TASK PERFORMANCE AND STUDENTS ACADEMIC ENGAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

DR. CHOICE CHIMAA OKAFORCHA* & UGWU VIVIAN CHIOMA

Department of Educational Foundations,

Faculty of Education,

Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria.

Email: Choice.okaforcha@gmail.com

ABSTRACT

The study examined teachers' task performance as correlate of student academic engagement in Public Secondary Schools in Anambra State. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. The study adopted a correlation research design. The population for the study consisted of 19,042 SS II students in the 2024/2025 session from the 267 public secondary schools in Anambra State. The sample size for the study was 552 respondents which drawn from the population of 19,042 SS II students in the 2023/2024 academic session. The study adopted stratified and simple random sampling techniques. The instruments for data collection were two structured questionnaires by the researcher, titled "Teachers' Task Performance Questionnaire (TTPQ) and "Students' Academic Engagement Questionnaire (SAEQ). These instruments were subjected to face validity by three experts, two from Educational Management and one from Educational Measurement and Evaluation, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. The construct validity of the instruments was also established. Cronbach Alpha method was used to determine the reliabilities of the instruments. The reliability yielded coefficients of 0.82 for extra-curricular activities, 0.82 for communication skill, 0.81 for classroom management, and 0.80 for instructional delivery. The average reliability coefficient showed a value of 0.82 for teachers' task performance questionnaire and 0.86 for Students' Academic Engagement Questionnaire (SAEQ) which was considered highly reliable and adequate for the study. Five hundred and fifty-two (552) copies of questionnaires were administered by the researcher with six briefed research-assistants by direct administration and collected on the spot. The research questions were answered using Pearson product moment Correlation Coefficient while the hypotheses were tested at .05 level of significance using test of significance of Pearson product moment Correlation Coefficient.

Keywords: Teachers' Task Performance, Students' Academic Engagement, Extra-Curricular Activities, Communication Skill, Classroom Management, Instructional Delivery

INTRODUCTION

Secondary education helps to sustain economic development by preparing students for the world of work. The quality of education at this level is important because it affects the trainability of youths and has implications for the relevance of education. It is at this level of education that diversified curriculum is needed to cater for the differences of talents disposition, opportunities and future roles of students. The successful coordination of instructional and administrative tasks within the school system depends largely on human factors. Roser and Ortiz-Ospina (2019) defined a school as an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. Schools are majorly categorized under primary, secondary and tertiary. These various categories plays predominant roles in ensuring that recipients acquire meaningful ethics, especially at the secondary school stage. Secondary school is defined as a learning institution where one receives further training immediately after the primary school level.

Task performance is defined as fixed task outcomes that distinguish one profession from another. Task performance is profession-specific because it excludes performance factors common to most professions. It is directly associated with the engagement of organizational objectives and refers to predetermined behaviors, the dimensions of which are clearly stated in occupational descriptions. It arises when employees use their technical skills and knowledge to perform a specific task (Scotter et al., 2016).

Most developed countries allocate a significant portion of their national budget to education because it plays a vital role in social development (Fadeyi et al., 2015). The success of an educational system depends

largely on the performance of teachers, who can be considered as the backbone of the system. The concept of task refers to a schedule of work that an individual is expected to execute (Eseyin, 2016). But, performance is only measured based on the level of compliance to expected result.

Task performance is therefore viewed from the point of compliance to established standards. The performance of an individual in relation to a particular task can therefore be measured at different levels in relation to the standard that has been set in the organization. Teachers are faced with diverse responsibilities such as teaching and non-teaching activities. In addition, they are sometimes assigned responsibilities within and outside the school and it is expected that they must carry out these responsibilities in line with established rules and standard.

Extra-curricular Activities

Extra-curricular activities are defined as those activities which are not the components of the academic curriculum but an important part of the educational environment. Extra-curricular activities comprise sports, singing, music, debate, dance, drama, social services, etc. Schools can play a significant role by transmitting the energy of both normal as well as physically challenged students into a positive direction of personality development through extra-curricular activities. Martin and Bonesto-Tuggu (2020), opined that extracurricular activities refer to diverse activities that intend to broaden the educational experiences and endeavors, which happen to take place beyond normal school hours

Extra-curricular activities play an important role for develop the skills of the students. It makes a student think critically, managing time well, and competently in terms of intelligence. It also helps the student to achieve social goals and maturity. Having social maturity helps the student to interact and make better relationships with the people in the community (Himelfarb et al., 2017).

Students who participate in extracurricular activities usually attain a lot of benefit from many activities and those opportunities help them to be successful in the future. Extracurricular activities have many advantages such as better grades, higher standardized test scores, and higher grades, educational success, more regular school attendance, and higher self-esteem. Participants in after-school activities often enable students who take part to develop skills such as teamwork and leadership while reducing the likelihood of alcohol and drug use and associated problem behaviors.

Communication Skill

Teachers' communication skills are most vital for interactions with students, because the act of teaching itself requires skills. In the role, teacher is responsible for comprehending and breaking down complex information, conveying this information clearly to their students (both verbally and in written resources), presenting in a manner that sustains their attention, and listening to and resolving their questions or problems (Sword, 2020). Teaching is all about communication skills - listening, speaking, reading, presenting and writing. Teachers who hone their communication skills are prepared to instruct, advise and mentor students entrusted in their care (Silver, 2018).

Communication skills of teachers are the basic need of academic engagement of students and professional success of life. Student need to understand that what is right and what is wrong while it totally depends upon the communication skills of teachers which they adopts in class-room. Good communications minimize the potential of unkind feeling during the process of teaching. Communication skills refers to the act of developing meaning among entities or groups through the use of sufficiently mutually understood signs, symbols, and semiotic conventions. Communication skills are fundamental to good interactions between two or more people. Communication is often considered as an activity. In actuality, communication skills include transmission of information, ideas, emotions and knowledge. This is done with the help of symbols, words, pictures, figures, graphs, drawings, and illustrations, etc.

Communication skills is the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media.

Classroom Management

The management of a classroom is to a large extent the responsibility of the classroom teacher. Even though he or she can involve students or any of his or colleague in this, yet the entire result of well managed or wrongly control class rests on him or her. This chapter therefore discusses classroom management in its

totality. Management conceptually is said to mean the process of using available human and material resources achieve a pre-stated goals of an organization. Nwankwoala (2016) defined management as an effective and efficient organization and utilization of the available human and material resources in a certain system with the purpose(s) of achieving the set goal(s) of that system. It involves exercising of designated authority and control. It demands from the leader selfless commitment to goals achievement. It is also in the light of this that Okonkwo and Ozurumba (2019) defined management as the co-ordination of all resources of an organizing, directing and controlling in order to attain organizational objectives. A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. Classroom is a room set aside and specifically designed and furnish for the purpose of teaching and learning (Agabi et al., 2017). A classroom is one of the facilities a school must have. Agabi et al., succinctly opined that a school is not complete without at least one block of classroom to facilitate organized teaching and learning. A classroom is very important because it facilitate teaching and learning. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners, (Agabi& Okorie, 2022). The classroom protects learners from the erratic weather condition such as rain, wind, and extreme weather conditions (Agabi& Okorie, 2022).

The classroom, with the aid of its facilities such as: the writing board, classroom seats and instructional materials, enhances students' engagement. For the classroom to be useful for the purpose it was meant to serve, teaching and learning, it has to be organized and maintained. This brings about the concept of classroom management. Classroom management can be said to mean the exercise of managerial control over class activities. It has to do with supervising, controlling, co-ordinating, directing of students, classroom activities in order to achieve the set educational goals. Nwangwa (2016) defined classroom management as the various ways of handling the activities in a classroom to maximize behavioural problems that affect teaching and learning in the classroom. Ogunu (2014) defined classroom management as the planning, management and execution of the school's programme as it affects teaching and learning in the classroom. The teacher as the classroom manager manages the physical as well as the psychological environment to create a conducive atmosphere for learning.

Instructional Delivery

Instructional delivery of teachers in schools refer to the interaction among the student, the teacher, the content, and the knowledge, skills or dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. The process of instructional delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement. Teachers must master instructional delivery for effectively instructing students to maximize knowledge and skill acquisition and help them stay academically engaged in schools. Instructional delivery is the hallmark of an explicit approach for teachers in classroom teaching process that involve: teacher selects the learning area to be taught; teacher sets criteria for success; teacher informs students of criteria ahead of the lesson; teacher demonstrates to the students successful use of the knowledge/skills through modeling; teacher evaluates student acquisition; teacher provides remedial opportunities for acquiring the knowledge/skills, if necessary; and teacher provides closure at the end of the lesson (Abubakar, 2021).

Instructional Delivery is very important and may have direct impact on student's ability and academic engagement that is why a good teachers must use the best strategies to make sure that the students understand the lessons. Hornby (2015), described the term instructional as when someone teaches people something through different means to ensure that learning has taking place. Instructional delivery is the various methods or an approach a professional teacher adopts that gives him or her ability to explain the lessons to the leaner to understand. Hillary &Akor, (2018), opined that the process of instructional delivery must be based on stated objectives of the lesson, it is based on this that when the process of instructional delivery is over, then the opportunity to determine if the aim of the lesson has been achieved or not comes, which is the evaluation act that will tell if the lesson met stated objectives. The different models that the teacher uses in carrying out their instruction which they do for four major reasons according to Dike (2018), as persuasion, education, information and for entertainment. There is need to introduce something new, when there is high expectation from stakeholders and there seems to be so much to be learned by teachers, showing or explaining what they did that really worked to motivate, inspire and engage students in their class (Amaewhule, et al., 2019).

Teachers play important roles as far as the instructional delivery in the secondary schools is concerned. Their roles in promoting quality education and effective instructional delivery in teaching and learning processes cannot be overemphasized. For teachers to effectively execute their task for achievement

of educational goals and objectives, this requires that they become highly efficient in performing their task which helps keep the students engaged in school, academically.

Students' Academic Engagement

Student engagement refers to a meaningful engagement throughout the learning environment. It is best understood as a relationship between the student and the school, teachers, peers, instruction and curriculum (Martin & Torres, 2017). The very word 'engagement' is commonly used to denote such meanings as commitment, agency, and reciprocity, which makes the concept largely synonymous with the personally involving participation in some activity. In addition, the term 'engagement' is sometimes used as a synonym to such words as active, attentive, interest, motivation, and effort (Conner, 2018). However, as it is increasingly pointed out, engagement and motivation, although connected, cannot be used as synonyms, because motivation is about direction and "the reasons for behavior," while engagement is about energy in action and "the connection between person and activity" (p. 54). As any personal experience, student engagement is manifold and, therefore, can be described in a great amount of ways. Kraft and Dougherty (2020), for instance, suggested that student engagement was related with a sense of competence or efficacy and the feeling of relatedness to the teacher and/or to the school. Alike concept was presented by Wang and Eccles (2015), who stated that student engagement becomes optimized when students perceive that the school context fulfills their needs for competence, autonomy and relatedness. Engagement is more than involvement or participation – it requires feelings and sense- making as well as activity (Harper & Quaye, 2019). Acting without feeling engaged is just involvement or even compliance; feeling engaged without acting is dissociation.

Therefore, students' academic engagement refers to a student's state of mind with regard to dedication and absorption of learning content (Randall & King, 2018). Omolewa, (2018) defined student academic engagement as the extent to which a student, teacher or institution has partaken and achieved their educational goals. Bossaert et al., (2021) defined academic engagement as student's success in meeting short or long term goals in education in the big picture. Students' academic engagement in school has been operationalized so as to value the extent to which students are committed to school and motivated to learn. The academic engagement of students is evidenced by persistence, affect and energy especially when faced with academic challenges.

Student academic engagement is a form of student behavior who feels bound to activities at school (Larson et al., 2018). Larson et al., explained that student academic engagement is an observable behavior including participation and time given by students to assignments in the learning process at school. Trowler (2019) stated that student academic engagement focuses on the interaction between time, effort, and other relevant resources made by students and institutions to optimize the experience and improve learning outcomes and develop student performance and the reputation of the school. Konold and Marisa (2018), also revealed the same thing that student academic engagement at school is a psychological process characterized by attention, interest, investment, effort and involvement of students who are devoted to the process of learning work at school.

Statement of the Problem

The low level academic engagement of students has effect in failure rate in examinations such as West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO) in Nigeria especially in Anambra State Public Secondary Schools and low quality students that are turned out has call for a very serious concern. When a majority of the students are performing below average, it indicates that the quality of education in the area is below the set national and international standard.

Substandard quality of education and massive below average academic standards of students have far reaching consequences on the students, society and national goals of development as a result of low academic engagement of students. Despite the provision of competent teachers in public secondary school in Anambra State, some students still engage in anti-social behaviours, examination malpractice, indiscipline and lack of critical thinking to problems among others which is a clear indication that the subject is yet to achieve its goals for introduction and this may be attributed to lack of extra-curricular activities in the school, communication skill of the teacher, classroom management and instructional delivery among others. It is unfortunate however that many teachers do not realize that their poor performance coupled with their relationship or interaction with students in the classroom have a far reaching implication on the academic engagement of their students.

The end result of this if not given attention could be half-baked secondary school graduates that may not be able to further their educational pursuit, or even be employable because they could lack the

requisite knowledge and skill to function in the labour market. It becomes imperative for the government, education stakeholders, school administrators/ principals/managers and teachers to look into this distasteful circumstances for an improve students' academic engagement in school. For teachers to be seen as effective in the task performance, it must be reflected in the overall output of the students. In this case, it could be questioned if there is correlation between teachers' task performance and students' academic engagement. Hence, a knowledge gap exists. It is this gap in knowledge this study intended to fill.

Purpose of the Study

The main purpose of the study was to examine the relationship between teachers' task performance and students' academic engagement in public secondary schools in Anambra State, Nigeria. Specifically, the study sought to:

1. Investigate the extent of relationship between extra-curricular activities and students' academic engagement in public secondary schools in Anambra State
2. determine the extent of relationship between communication practice and students' academic engagement in public secondary schools in Anambra State
3. establish the extent of relationship between relationship between classroom management and students' academic engagement in public secondary schools in Anambra State
4. find out the extent of relationship between instructional delivery and students' academic engagement in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the extent of relationship between extra-curricular activities and academic engagement of students in Anambra State Public Secondary Schools?
2. What is the extent of relationship between communication skill and academic engagement of students in Anambra State Public Secondary Schools?
3. What is the extent of relationship between classroom management and engagement of students in Anambra State Public Secondary Schools?

Research Hypotheses

The following null hypotheses were tested at .05 level of significance to further guide the study

1. There is no significant relationship between extra-curricular activities and academic engagement of students in Anambra State Public Secondary Schools
2. There is no significant relationship between communication skill of the teacher and academic engagement of students in Anambra State Public Secondary Schools
3. There is no significant relationship between classroom management and academic engagement of students in Anambra State Public Secondary Schools

Methodology

The study Correlational research design was adopted for the study. The study was carried out in Anambra State which is one of the 36 States in Nigeria. The population for the study consisted of 19,042 SS II students in the 2023/2024 session from the 267 public secondary schools in Anambra State. The population comprised 8,444 male students and 10,598 female students drawn from the six education zone in Anambra state esix education zones (Post Primary Schools Service Commission (PPSSC), Awka, Anambra State, 2024). The sample for the study consisted of 552 which was drawn from the population of 19,042 SS II students in the 2023/2024 academic session. The stratified and simple random sampling techniques was used to draw the sample. Firstly, the researcher stratified the population according to six education zones in Anambra State to draw students as follows; Aguata zone 12 students from 4 schools, 20 students from 5 schools in Awka zone, 6 students from 3 schools in Nnewi zone, 14 students 7 schools in Ogidi zone, 20 students from 5 schools in Onitsha zone 14 students from 7 schools in Otuocha zone respectively. The instruments for data collection were two structured questionnaires by the researcher, the first instrument was titled " Teachers' Task Performance Questionnaire (TTPQ)" with two sections: Section A which contained information on the demographic variables of the respondents and B which contained the items on teachers' task performance in line with the study research questions one to four with 4 clusters of 10 item statement in each cluster ,elicited information on teachers' task performance structured along optional responses, in the following order: Very High Extent (VHE), High Extent (HE), Low Extent(LE) Very Low Extent (VE)

The second instrument was titled “Students’ Academic Engagement Questionnaire (SAEQ)” in one cluster with 20 items, which was adapted Appleton, Christenson, Kim, & Reschly, A.L. (2006). It elicits information on students’ Academic Engagement and is structured along optional responses, in the following order: Very High Extent (VHE), High Extent (HE), Low Extent (LE) Very Low Extent (VE).

The instruments were face and construct validated. Three experts, two from Educational Management and one from Educational Measurement and Evaluation, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. The reliability of the instruments were established by the researcher’s administration of the instrument to 20 senior secondary school students in Enugu, Enugu State. After that, the researcher subjected the data collected to Cronbach Alpha coefficients to determine the reliability of the instrument. This reliability yielded coefficients of 0.82 for extra-curricular activities, 0.82 for communication skill, 0.81 for classroom management, and 0.80 for instructional delivery. The average reliability coefficient showed a value of 0.82 for teachers’ task performance questionnaire and 0.86 for Students’ Academic Engagement Questionnaire (SAEQ) which is considered highly reliable and adequate for the study. Direct method was used to administer copies of instrument by the researcher and her six briefed research assistants. Six research assistants were briefed on how to administer and retrieve the instruments on respondent in a one day consultative meeting during which the researcher acquainted them with the purpose of the study and how to exhibit good human relation during data collection. It was an on the spot administration and retrieval of the instrument where the researcher and research assistants waited for the respondent to fill the Questionnaires and retrieve them immediately. A follow up visit was done to retrieve from those who were not disposed to complete theirs immediately. 552 copies of instrument were administered, 524 copies were retrieved and used for analysis representing 95% return and 5% lost. Pearson product moment correlation coefficient was used to test the research questions and test the hypotheses at 0.05 level of significance. In answering the research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation coefficient based on Schober *et al.* (2018) as shown: .

±0.00 to 0.09	=	Negligible Correlation
±0.10 to 0.39	=	weak Correlation
±0.40 to 0.69	=	Moderate relationship
±0.70 to 0.89	=	Strong relationship
±0.90 to 1.00	=	Very strong relationship

The null hypotheses was tested at 0.05 level of significance and the decision rule was if the *P*-value is smaller than the significance level ($\alpha = 0.01$), the null hypothesis will be REJECTED in favor of the alternative and it would be concluded that the correlation is statically significant. Or in simple words “conclude that there is a linear relationship between *x* and *y* in the population at the α level”. If the *P*-value was however, bigger than the significance level ($\alpha = 0.05$), the null hypothesis will not be rejected and it would be concluded that the correlation is not statically significant. Or in other words “conclude that there is no significant linear correlation between *x* and *y* in the population”.

Result

Research Question 1: What is the extent of relationship between extra-curricular activities and academic engagement of students in Anambra State public secondary schools?

Table 1: Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between extra-curricular activities and academic engagement of students in Anambra state public secondary schools.

		Correlations		Remark
		extra-curricular activities	students’ academic	
extra-curricular activities	Pearson Correlation	1	0.69**	Moderate positive relationship
	Sig.(2-tailed)		0.00	
	N	524	524	
students’ academic	Pearson Correlation	0.69**	1	
	Sig.(2-tailed)	0.00		
	N	524	524	

**Correlation is significant at the 0.05 level (2-tailed).

Table1 presented an analysis showing that there existed a moderate positive relationship between extra-curricular activities and academic engagement of students in Anambra state public secondary schools. This deduction comes as a result of the 'r' having a positive value, $r=0.69^{**}$ and $n=524$. Hence, the study concluded that there exist, a moderate positive relationship between extra-curricular activities and academic engagement of students in Anambra state public secondary schools.

Research Question 2: What is the extent of relationship between communication skill and academic engagement of students in Anambra state public secondary schools?

Table 2: Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between communication skill and academic engagement of students in Anambra state public secondary schools.

Correlations				
		communication skill	students' academic	Remark
communication skill	Pearson Correlation	1	0.41^{**}	Moderate positive relationship
	Sig.(2-tailed)		0.00	
	N	524	524	
students' academic	Pearson Correlation	0.41^{**}	1	
	Sig.(2-tailed)	0.00		
	N	524	524	

****Correlation is significant at the 0.05level(2-tailed).**

Table 2 presented an analysis showing that there existed a moderate positive relationship between communication skill and academic engagement of students in Anambra state public secondary schools. This deduction comes as a result of the 'r' having a positive value, $r=0.41^{**}$ and $n = 524$. Hence, the study concluded that there exist, a moderate positive relationship between communication skill and academic engagement of students in Anambra state public secondary schools.

Research Question 3: What is the extent of relationship between classroom management and engagement of students in Anambra State Public Secondary Schools?

Table3: Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between classroom management and engagement of students in Anambra state public secondary schools.

Correlations				
		Classroom management	students' academic	Remark
Classroom management	Pearson Correlation	1	0.41^{**}	Moderate positive relationship
	Sig.(2-tailed)		0.00	
	N	524	524	
students' academic	Pearson Correlation	0.41^{**}	1	
	Sig.(2-tailed)	0.00		
	N	524	524	

****Correlation is significant at the0.05 level(2-tailed).**

Table 3 presented an analysis showing that there existed a moderate positive relationship between classroom management and engagement of students in Anambra state public secondary schools. This deduction comes as a result of the 'r' having a positive value, $r=0.41^{**}$ and $n = 524$. Hence, the study concluded that there exist, a moderate positive relationship between classroom management and engagement of students in Anambra state public secondary schools.

HYPOTHESES

Hypothesis 1: There is no significant relationship between extra-curricular activities and academic engagement of students in Anambra State public secondary schools.

Table 5: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between extra-curricular activities and academic engagement of students in Anambra State public secondary schools.

Correlations		extra-curricular activities	students' academic	Decision
extra-curricular activities	Pearson Correlation	1	0.69**	Significant
	Sig.(2-tailed)		0.00	
	N	524	524	
students' academic	Pearson Correlation	0.69**	1	
	Sig.(2-tailed)	0.00		
	N	524	524	

**Correlation is significant at the 0.05 level (2-tailed).

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 5 above showed a significant relationship between extra-curricular activities and academic engagement of students in Anambra State public secondary schools. With $r=0.69^{**}$ $n=524$ and $p\text{-value}=0.00$. Since $P\text{-Value}$ (0.00) is less than 0.05, the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between extra-curricular activities and academic engagement of students in Anambra State public secondary schools.

Hypothesis 2: There is no significant relationship between communication skill and academic engagement of students in Anambra state public secondary schools.

Table 6: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between communication skill and academic engagement of students in Anambra state public secondary schools.

Correlations		communication skill	students' academic	Decision
communication skill	Pearson Correlation	1	0.41**	Significant
	Sig.(2-tailed)		0.00	
	N	524	524	
students' academic	Pearson Correlation	0.41**	1	
	Sig.(2-tailed)	0.00		
	N	524	524	

**Correlation is significant at the 0.05 level (2-tailed).

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 6 above showed a significant relationship between communication skill and academic engagement of students in Anambra state public secondary schools with $r = 0.41^{**}$ $n = 524$ and $p\text{-value} = 0.00$. Since $P\text{-Value}$ (0.00) is less than 0.05, the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between communication skill and academic engagement of students in Anambra state public secondary schools.

Hypothesis 3: There is no significant relationship between classroom management and engagement of students in Anambra state public secondary schools.

Table 7: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between classroom management and engagement of students in Anambra state public secondary schools.

Correlations		Classroom management	students' academic	Decision
Classroom management	Pearson Correlation	1	0.41**	Significant
	Sig.(2-tailed)		0.00	
	N	524	524	
students' academic	Pearson Correlation	0.41**	1	
	Sig.(2-tailed)	0.00		
	N	524	524	

**Correlation is significant at the 0.05 level (2-tailed).

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 7 above showed a significant relationship between classroom management and engagement of students in Anambra state public secondary schools with $r = 0.41^{**}$ $n = 524$ and $p\text{-value} = 0.00$. Since $P\text{-Value}$ (0.00) is less than 0.05, the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between classroom management and engagement of students in Anambra state public secondary schools.

Discussion

Findings from the study on the relationship between extra-curricular activities and academic engagement of students in Anambra State public secondary schools showed a moderate positive and significant relationship between extra-curricular activities and academic engagement of students. Findings showed that extra curricular activities is exceedingly essential for the academic engagement of students in public secondary schools in Anambra state.

Findings from the study on the relationship between communication skill and academic engagement of students in Anambra state public secondary schools showed a moderate positive and significant relationship between communication skill and academic engagement of students. This finding is linked to students agreeing to a high extent that teachers encourage open communication in the classroom, use different communication style to suit different students' need, are very audible while communicating in the classroom and have the ability to provide constructive feedback in a supportive manner and that these help them engage actively in class.

Findings from the study on the relationship between classroom management and academic engagement of students in Anambra state public secondary schools showed a moderate positive and significant relationship between classroom management and academic engagement of students. This finding could be attributed to responses to what extent teacher's role in class affects student's academic engagement teachers manage the class by scolding indisciplined students, teachers engage students in learning through active participation, rules are created by the teacher to help manage the class and students seating arrangement can control teaching process among others. The findings of Siti and Obsatar (2023) in their study which assessed the impact of classroom management (CRM) characteristics on student academic performance (ACP) in Indonesian educational institutions agrees with the present study findings as their study found that verbal instruction (VEI) has positive and significant effect on student academic performance and that instruction supervision also has positive and significant effect on academic performance.

This finding is also in line with that of Francis and Oluwatoyin (2023) who investigated teachers' classroom management characteristic and its influence on student academic performance in Ekiti State secondary school and found that teachers' classroom management characteristics (lesson plan, student discipline, teaching methodology, instructional materials and student assessment/evaluation) have positive influence on student academic performances.

Conclusion

Teacher's task performance have a far reaching implication on the academic engagement of their students. This study has examined the relationship between teachers' task performance and students' academic engagement. The findings highlight the significant role that effective teacher task performance plays in fostering students' engagement in the classroom. It is evident that when teachers are well-prepared, organized, and actively involved in their teaching, students are more likely to participate, engage, and demonstrate academic enthusiasm.

Recommendations

1. Principals should allow teachers flexibility in their schedule to accommodate extra-curriculum activities and provide additional time for planning and preparation.
2. Teachers should communicate in a clear, effective and straightforward language to explain complex concepts.
3. Ministry of education should come up with innovative strategies aimed at training and re-training teachers of secondary schools in classroom management for effective academic engagement of students

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