

CLASSROOM MANAGEMENT PRACTICES AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined Classroom Management Practices and Students Academic Performance in Public Secondary School in Anambra State. Five specific purposes, four research questions and four null hypotheses guided the study. The study adopted a correlational research design. The population of the study consisted 19048 SS2 students in 267 public secondary schools in the six education zones in Anambra State. The sample of 300 SS2 students was selected using stratified and simple random sampling techniques. One instrument was used for data collection: Classroom Management Practices Questionnaire (CMPQ). The instrument was subjected to face and construct validation. The face validation was done using three experts. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficients established was 0.81 for CMPQ. Pearson Product Moment Correlation Coefficient was used for data analyses. The findings of the study revealed that poor teachers-students relationship, classroom environment, clear rules, instructional strategies and open communication contributed to poor academic performance among Public Secondary School Students in Anambra State. The study concluded that effective classroom management practices improve student academic performance. Based on the findings, the study recommended that Anambra State Education Commission through the post Primary School Service Commission (PPSSC) should ensure that effective classroom management practices are implemented in secondary schools in Anambra State. This will allow for a more effective learning experience and better academic performance among students in Public Secondary Schools in Anambra State.

Keywords: Classroom management practices, Students academic performance

Introduction

Classroom management practice are strategies employed by teachers to establish order, maintain discipline and facilitate learning outcome. Obikwe and Ogbo (2020) defined classroom management practice as the set of techniques used by teachers to increase student's co-operation and engagement and to decrease student's disruptive behaviours, thus keeping an appropriate learning environment.

Classroom management practices are those practices that aid effective teaching and learning in the classroom (Olowori, Owodunni & Abiodun, 2015). One of the most important roles of teachers is the management of the class. Classroom management practices are fundamental to creating an effective learning environment that fosters student engagement and academic success. These practices encompass a range of strategies that educators employ to establish order, maintain discipline, and facilitate productive interactions among students. Effective classroom management not only enhances the overall learning experience but also contributes to the emotional and social development of students. Research indicates that well-managed classrooms lead to increased student motivation, participation, and a positive classroom climate, ultimately enhancing academic achievement (Emmer & Evertson, 2017). One of the key aspects of classroom management is the establishment of clear expectations and routines. When students understand what is expected of them, they are more likely to exhibit appropriate behaviours and take responsibility for their learning. Consistent routines help create a sense of stability and security within the classroom, allowing students to focus on their studies rather than on navigating unclear guidelines. Marzano (2017) explained that clearly defined expectations help minimize disruptions, enabling teachers to devote more time to instruction and facilitating a smoother learning process.

Contextually, the study defined classroom management practice as the strategies, techniques, and methods teachers use to create and maintain a well-organized, respectful, and productive learning environment. Classroom management practices includes range of strategies employed while teaching. These include; teacher-student relationship, clear rules, class environment, instructional strategies and open communication. All these practices create classrooms where students feel empowered, supported and

motivated to excel in their academic performance. This study is delimited to teachers-students relationship and instructional strategies.

Teacher-student relationships play a crucial role in effective classroom management, influencing the learning environment and student engagement. Ikegbusi and Manafa (2023) emphasized that a positive relationship fosters a sense of belonging, which is essential for students' emotional and social development. When students feel connected to their teachers, they are more likely to participate actively in class activities and take ownership of their learning. Research has shown that positive teacher-student relationships contribute to improved academic outcomes, as they create a supportive environment where students feel safe to express themselves and explore new ideas (Hamre & Pianta, 2015). Moreover, strong teacher-student relationships enhance students' motivation and behaviour. When teachers take the time to understand their students' individual needs, interests, and backgrounds, they can tailor their approaches to better suit their classrooms. This personalized attention makes students feel valued, leading to increased motivation to succeed. Roorda (2017) explained that students who perceive their teachers as caring and supportive are more likely to exhibit positive behaviours and engage in learning. Consequently, this dynamic can significantly reduce disciplinary issues, enabling a more conducive atmosphere for teaching and learning. In addition to academic benefits, positive teacher-student relationships are vital for building students' self-esteem and confidence. A teacher who actively engages with students, listens to their concerns, and encourages them to share their thoughts fosters a climate of trust. This environment allows students to feel comfortable taking risks, asking questions, and making mistakes, which are integral to the learning process. As highlighted by Wentzel (2016), supportive relationships between teachers and students can lead to higher levels of self-efficacy, as students are more likely to believe in their abilities when they feel supported and understood.

Effective classroom management also involves establishing clear expectations and boundaries, which can be more readily accepted by students when they have a strong relationship with their teacher. When students respect their teacher and feel respected in return, they are more likely to adhere to classroom rules and norms. Teachers who cultivate these relationships can communicate expectations more effectively, making it easier for students to understand and accept the guidelines set in the classroom (Wang & Degol, 2016). This alignment between expectations and relationships creates a balanced environment where learning can flourish without excessive disruptions. Furthermore, teachers who build strong relationships with their students can better identify and address individual challenges. Recognizing the emotional and academic needs of students allows teachers to provide tailored support, whether through academic interventions or social-emotional resources. When teachers are attuned to their students' unique situations, they can foster resilience and provide strategies that help students cope with challenges, both in and out of the classroom. According to O'Connor and McCartney (2020), such interventions not only support students academically but also promote their overall well-being.

Teacher-student relationship is an essential component of effective classroom management practices. By fostering positive connections, teachers create an environment that encourages engagement, motivation, and respect (Ikegbusi & Manafa, 2023). This foundation not only supports academic success but also nurtures students' emotional growth, allowing them to thrive in a safe and structured setting. As educators continue to recognize the importance of these relationships, they can implement strategies that prioritize connection and understanding, ultimately leading to a more productive and harmonious classroom experience. Another important classroom management practice is instructional strategies.

Instructional strategies are pivotal in effective classroom management as they directly influence student engagement, motivation, and overall learning outcomes. A well-planned instructional approach helps to create a dynamic classroom environment where students are actively involved in the learning process. Different strategies, such as cooperative learning, differentiated instruction, and inquiry-based learning, not only cater to diverse learning styles but also foster collaboration and communication among students. Hattie (2015) stated that employing varied instructional strategies can significantly enhance student achievement, as they address the individual needs and interests of learners. Effective instructional strategies can help minimize behavioural issues by keeping students engaged and focused on learning tasks. When lessons are designed to be interactive and relevant to students' lives, they are less likely to become bored or disengaged, reducing the likelihood of disruptive behaviour. Research by Marzano (2017) emphasized the importance of maintaining high levels of engagement through active learning, which is essential for managing a productive classroom environment. Engaged students are not only more attentive but also more inclined to participate positively in classroom discussions and activities.

The use of clear and varied instructional strategies allows teachers to set clear expectations for student behaviour during lessons. By establishing routines and structures within the instructional framework, teachers can guide students in understanding how to engage appropriately with the material and with one another. For instance, implementing group work or peer-to-peer discussions necessitates teaching students how to collaborate effectively, which contributes to a respectful and cooperative classroom atmosphere. Piaget (2017) asserted that structured interactions during instructional activities promote social skills and enhance students' ability to navigate group dynamics. Differentiated instruction is another essential strategy that addresses the varying readiness levels and interests of students in the classroom. By adapting lessons to meet the diverse needs of learners, teachers can create an inclusive environment where all students feel valued and capable of success. Differentiation involves tailoring content, process, and products to ensure that each student has access to the curriculum at their level. Tomlinson (2016) argued that differentiated instruction not only enhances academic achievement but also fosters a sense of belonging among students, as they recognize that their individual learning needs are acknowledged and supported.

Incorporating technology into instructional strategies can further enhance classroom management by providing students with diverse ways to engage with content. Interactive tools and digital resources can stimulate interest and motivation, enabling students to take an active role in their learning. When technology is integrated thoughtfully into lessons, it allows for more personalized learning experiences and encourages students to collaborate with their peers. Research by Hwang and Chen (2017) indicated that the effective use of technology in the classroom can lead to increased student engagement, as it often provides interactive and dynamic learning opportunities that resonate with today's learners.

Academic performance is a critical aspect of education that reflects the extent to which students achieve their learning goals. It encompasses the knowledge, skills, and abilities acquired by students through their educational experience. Strong academic performance is often associated with enhanced opportunities for further education, personal development, and career success (Ikegbusi et al., 2018). Academic performance can be defined as the extent to which a student, teacher, or institution has achieved their short or long-term educational goals, typically reflected through academic records like report cards, standardized assessments, and achievements in academic competitions (Anyanwu, 2019). Regarding the present study, the researcher defined academic performance as the degree of success a student attains in meeting the educational standards set by an academic institution, encompassing cognitive, emotional, and social development indicators, as evidenced by their overall progress. Olu (2020) explained that academic achievement plays a pivotal role in the socio-economic advancement of individuals, as it opens doors to higher educational prospects and better employment opportunities. The importance of academic performance transcends the individual, impacting families, communities, and nations at large.

A key aspect of academic performance is its role in fostering personal development. Students who perform well academically tend to develop critical thinking, problem-solving skills, and intellectual curiosity, which are essential for success in life. Academic achievement encourages a sense of accomplishment and boosts self-esteem, contributing to an individual's overall well-being. Okeke (2019) stated that high academic performance builds confidence in students, leading them to pursue more challenging academic and professional goals. It also enhances their ability to adapt to changing situations in their future careers.

Contextually, researcher defines academic performance Academic performance refers to a student's level of achievement in their academic pursuits, typically measured by; grades, test scores, assignments, projects and overall GPA (Grade Point Average). It reflects a student's mastery of skills, knowledge, and understanding in various subjects, as well as their ability to meet academic expectations and standards. A potential contributing factor to this on-going issue is ineffective classroom management practices. Many teachers in public secondary schools seems to lack the skills or strategies to create structured, engaging, and conducive learning environments, which are critical for student motivation and achievement. Poor classroom management may lead to increased distractions, student disengagement, and disciplinary issues, further hindering academic performance. Given this backdrop, this study aims to explore the relationship between classroom management practices and students' academic performance in public secondary schools in Anambra State. By examining this correlation, the study seeks to identify potential areas for improvement in classroom management that could bridge the performance gap between public and private school students, thus addressing a critical gap in the current educational landscape.

Purpose of the Study

The general purpose of the study is to examine relationship between classroom management practices and student's academic performance in public Secondary Schools in Anambra State. Specifically, this study aims at achieving this objectives:

1. Find out the extent of relationship between teachers-students relationship and students' academic performance in public Secondary Schools in Anambra State.
2. Examine the correlation between instructional strategies and students' academic performance in public Secondary Schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the extent of relationship between teachers-students relationship and students' academic performance in public Secondary Schools in Anambra State.
2. What is the extent of relationship between instructional strategies and students' academic performance in public Secondary Schools in Anambra State.

Hypotheses

The hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teachers-students relationship and students' academic performance in public Secondary Schools in Anambra State.
2. There is no significant relationship between instructional strategies and students' academic performance in public Secondary Schools in Anambra State.

Research Method

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study consist 19,048 SS 2 students' in 267 public secondary schools in the six education zones in Anambra State. The sample of 300 students' was used for the study. Stratified sampling techniques comprising proportionate stratified and simple random sampling techniques were used for the study. One instrument was used for data collection: Classroom Management Practices Questionnaire. The instrument was subjected to face and construct validation. The face validation was done by three experts while construct validation was carried out by Principal Component Analysis (PCA) using SPSS version 26 and the result showed that construct validity was met. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficients were established at 0.81. Out of 300 copies of the instrument administered, 260 copies representing 95% of the instrument were correctly completed and returned. Pearson Product Moment Correlation Coefficient (Pearson r) was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Data Analysis

Research Question 1: What is the extent relationship between teacher-student relationship and students' academic performance in public secondary schools in Anambra State?

Table 1: Pearson r on extent relationship between and teacher-student relationship on students' academic performance in public secondary schools in Anambra State

Variables	*N	teacher-student relationship	academic performance	Remarks
teacher-student relationship	260	1.00	.888	High
academic performance	260	.888	1.00	

From the Table 1 above, the results of the Pearson's correlation coefficient (r) of teacher-student relationship as shown above indicates that teacher-student relationship as a high effect on academic performance of secondary schools students in Anambra state. The Pearson's correlation coefficient(r) .888 shows that there

is positive effect of teacher-student relationship on academic performance of secondary schools students in Anambra state. This is an indication that a unit increase in teacher-student relationship (from low = 0 to High = 1) leads to .888 increase in academic performance of secondary schools students in Anambra state.

Research Question 2: What is the extent relationship between instructional strategies and students' academic performance in public secondary schools in Anambra State?

Table 2: Pearson r on extent relationship between instructional strategies and students' academic performance in public secondary schools in Anambra State

Variables	N	instructional strategies	academic performance	Remarks
instructional strategies	260	1.00	.887	High
academic performance	260	.887	1.00	

From Table 4 above, it shows that a Pearson's correlation coefficient (r) of .887 is obtained. This indicates that there is high effect of **early instructional strategies** on academic performance of secondary school students in Anambra state.

Test of Hypotheses

The study tested the hypotheses as enlisted below;

Test of Hypothesis One

H₀: There is no significant relationship between teacher-student relationship and students' academic performance in public secondary schools in Anambra State.

Table 3: Test of Significance Pearson r of relationship between teacher-student relationship and students' academic performance in public secondary schools in Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
teacher-student relationship	.878 ^a	.888	.867	7.829	248.457	.000 ^b	Sig.

Table 6 above shows that, the results of the simple regression analysis in the test of hypothesis one showed that the p-value (.000) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant effect of **teacher-student relationship** on academic performance of secondary school students in Anambra state. More so, the R square value was .888 which also indicates that **teacher-student relationship** significantly contributes .888% of academic performance of secondary school students in Anambra state.

Test of Hypothesis Two

H₀: There is no significant relationship between instructional strategies and students' academic performance in public secondary schools in Anambra State

Table 4: Test of Significance relationship between instructional strategies and students' academic performance in public secondary schools in Anambra State

The results in the test of hypothesis five showed that the p-value (.000) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant

Variables	R	R Square	Adjusted Square	R Std. Error of the Estimate	F-value	P-value	Decision
instructional strategies	.846 ^a	.894	.893	.946 ^a	625.503	.000 ^b	Sig.

effect of instructional strategies on academic performance of secondary school students in Anambra state. More so, the R square value was .894, which also indicates that **instructional strategies** significantly contributes 89.4% of academic performance of secondary school students in Anambra state.

Discussion of Findings

The findings indicated that there is positive relationship between teacher-student relationship and academic performance of secondary schools students in Anambra state. These include that Positive teacher-student relationship foster a supportive learning environment where students feel valued, Teachers who build respectful relationship with students often manage their classrooms more effectively, Teachers who offer emotional support to students help them overcome academic challenges, When teacher maintain a healthy rapport with students, they can provide constructive feedback, and A strong teacher-student relationship builds trust. This suggests that when students feel that their teachers care about them and support them, they are more likely to enjoy learning and try their best in class. Abisola (2018) supported this by stating that a strong teacher-student bond can also lead to better classroom behavior and participation. When students trust their teachers, they are more willing to ask questions, join in discussions, and take on new challenges.

It was found that there is positive relationship between early instructional strategies and academic performance of secondary school students in Anambra state. This is seen in the fact that Active teaching methods, such as group discussions, make lessons more interactive, Strategies like the use of multimedia, help students retain information more effectively, Inquiry-based instructional strategies encourage critical thinking, Collaborative teaching strategies, such as peer tutoring, foster participation, Strategies that incorporate regular assessments help students identify areas for improvement, enabling them to perform better academically, and Strategies that incorporate regular feedback provide students with insights into their strengths. This suggests that early instructional strategies have a strong effect on how well students perform in school. When teachers use good teaching methods from the beginning of the school year or early in a child's education, students build a strong foundation for learning. Olatunji (2017) supported this by stating that early instruction helps students understand basic ideas quickly, which supports better learning in the future. This means students who are taught well from the start are more likely to do well in examinations and other school activities.

Conclusion

Based on the data collected and analyzed, it was found that classroom management practices play a very important role in improving students' academic performance in public secondary schools in Anambra State. When teachers use good classroom management techniques like teacher-student relationship, classroom environment, clear rules, instructional strategies, open communication, it creates a peaceful learning environment. This kind of environment helps students to concentrate better and understand lessons more clearly, which leads to better academic results. The study also showed that poor classroom management can lead to distractions, noise, and indiscipline among students. When there is no proper control in the classroom, both teaching and learning are affected negatively. Students in such classrooms often find it hard to follow lessons, complete assignments, or even attend classes regularly. As a result, their academic performance drops.

Furthermore, effective classroom management increases student participation and makes learning more enjoyable. Teachers who are organized and show respect to their students are more likely to gain their attention and cooperation. When students feel respected and supported, they are encouraged to do their best in schoolwork, which improves their overall academic success.

Recommendations

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

1. Teachers should actively work on building strong, respectful, and supportive relationship with students. By showing empathy, providing guidance, and encouraging students, teachers can boost students' confidence and motivation, leading to improved academic performance.
2. Teachers should adopt a variety of instructional strategies, such as active learning, group discussions, and the use of multimedia resources, to cater to diverse learning styles. Engaging and interactive teaching methods can improve students' understanding of the subject matter and positively impact their academic performance.

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