Teachers' Classroom Management Abilities and Students' Academic Performance in Public Secondary Schools in South-East, Nigeria

EVELYN KALU-MBA,
Federal University Oye Ekiti, Ekiti State, Nigeria

Abstract. This study investigated the classroom management abilities of teachers and students' academic performance in public secondary schools of the South-East, Nigeria. The study sought to determine the impact of classroom management abilities of teachers on students' academic performance in English Language, Mathematics and Basic Science in public junior secondary schools. The design of the study was a survey, carried out using ex-post-facto. The population of the study comprised of 1,093 Principals and 25,976 teachers from the 21 education zones of the South-East States. Stratified random sampling technique was used to select 2,674 (10%) principals and teachers from the educational zones. Four research questions were posed and answered while three hypotheses were tested at 0.05 level of significance. A sixty [60] item questionnaire were validated and the reliability coefficient of 0.83 was obtained. The research questions were analyzed using mean and standard deviation, while Chi-Square statistic was used to test the hypotheses. Findings revealed that teachers' classroom management abilities have improved students' academic performance to a moderate extent. However, there was significant impact of teachers' classroom management abilities on students' academic performance in English Language, Mathematics and Basic Science for the periods 2011 to 2013 in the South-East, Nigeria. It was recommended that, teachers who are well qualified should be employed to teach their subject areas to allow for optimal performance.

Keywords: Classroom Management, Teachers, Students, Academic Performance

1. Introduction

The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed falling standard of education in South-East and Nigeria in general. The quality of education depends on among other things the teachers as reflected in the performance of their students. Over the years students' academic performance in both internal and external examinations had been used as a measure to determine excellence in teachers and teaching (Aja, 2001). Teachers have been shown to have an important influence on students' academic performance and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy unto action and principles based on practice during interaction with the students (Afe, 2001). No education system can rise above the quality of its teachers [NPE, 2013]. In the words of Uchefuna (2001) teaching and learning depends on teachers, no wonder an effective teacher has been conceptualized as one who produces desired result in the course of his duty as a teacher.

Poor academic performance of students in South-East and Nigeria in general has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work, poor classroom management, poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make for effective teaching and classroom management such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredien,2000). These prevailing conditions would definitely show a negative influence on the instructional quality of teachers in public schools, which may translate to poor academic performance , attitude and values of secondary school students . Classroom is a venue for teaching and learning and a platform for realizing the objectives and expectations of formal education. It holds the teachers, students and learning resources together for productive interaction and group socialization. Effective teaching-learning process cannot be accomplished without good classroom management, classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Ajayi (2004).

Many researches have been carried out on related areas of classroom management and students' academic performance at all levels. Owoeye (2001) equally conducted a study on class-size and academic achievement of secondary school in Ekiti State. To guide the investigation, one hypothesis was formulated. The study revealed that there is no significant difference in the academic performance of students in rural and urban secondary schools in terms of whether they are small or large classes. The population of the study was final year students in both rural and urban schools in Ekiti State. A total of 50 secondary schools formed the target population. The schools were those that sat for the West African Schools Certificate Examination [WASCE] between1990 and 1997. The result showed that all urban small classes had mean achievement score of 14,000 while the

urban large classes had mean achievement score of 17,765 with the t-Value of 1.49. The result further showed that, there is no significant difference in their achievement scores. The result of the T-Test statistic employed showed that the rural large and small classes were not significantly different with their respective mean score of 1,4737 and 1,5300 at t-value of 0.58. Therefore, the hypothesis was accepted at alpha level of 0.05.

Olayemi (2012) carried out a study on class-size and teachers' productivity in terms of classroom management in schools in Ekiti State . A sample of two hundred teachers was drawn from twenty [20] schools in the Local Government Area through the simple random sampling technique. To guide the study, two hypotheses were formulated. The result revealed that teachers would prefer to teach small classes where they can easily manage their students and impact knowledge to them with little or no stress. The study further showed that there is a significant relationship between class-size and teachers productivity. Although all the cited empirical studies and many more have shown that many researchers have done some works on related areas of classroom management at all levels. It appears that little or no studies has been done on classroom management ability of Teachers and students' academic performance in south-East, Nigeria. Hence this study is undertaken to fill the gap in knowledge thereof.

However, Effective classroom management means implementing strategies that create a safe, fair and rule based learning environment for students to flourish in. Teachers that are effective classroom managers have; planned rules and procedures carefully, systematically taught these to students, organized instruction to maximize student task engagement and success, communicated directions and expectations to students. Effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. The ability of teachers to organize classroom and manage the behavior of their students is critical in achieving positive educational outcomes. This study will consider six management abilities that enhance the

academic performance of students thus, classroom disciple, classroom communication, teacher/student ratio, classroom management skills or techniques, instructional materials and infrastructure/facilities.

2. Statement of the Problem

In Nigerian Secondary Schools, the most common problems reported by teachers are those that related to behavior management in the classroom. The evidence is irrefutable, surveys of public secondary schools, and colleges indicated that sometimes in an attempt to maintain order in classroom, teachers can actually make the problem worse which leads to lackadaisical attitude towards learning, loss of interest in the subject and in general a poor academic performance of such a child (Igbo, 2005).

Over the years there has been a record of poor performance of students as a result of extra large class and large class academic challenges which is evidenced in the failure rates recorded by students in external exams like W.A.E.C in core subjects like English Language, Mathematics and Sciences between 2004 and 2006 (Osim 2011). It has also been observed that students no longer have interest in learning Sciences, English language and Mathematics. If the school authorities and teachers in the subjects mentioned above emphasize more on how to implement classroom management abilities, perhaps these problems stated above could be minimized. It is therefore the desire of the researcher to determine teachers' classroom management abilities and students' academic performance in public junior secondary schools in South-east, Nigeria.

3. Research Questions

The following research questions are posed to guide the study

- To what extent has the students' academic performance been measured through classroom management abilities of teachers?
- To what extent has the classroom management ability of teachers affected

students' academic performance in JSSCE English result for the period 2011-2013 academic sessions?
- To what extent has the classroom management ability of teachers affected students' academic performance in JSSCE mathematics result for the period 2011-2013 academic sessions?
- To what extent has the classroom management ability of teachers affected students' academic performance in JSSCE Basic Science result for the period 2011-2013 academic sessions?

4. Hypotheses

Ho_1: There is no significant difference between teachers' classroom management abilities and students' academic performance in JSSCE English Language.

Ho_2: There is no significant difference between teachers' classroom management abilities and students' academic performance in JSSCE Mathematics.

Ho_3: There is no significant difference between classroom management abilities of teachers and students' academic performance in JSSCE Basic Science.

5. Methodology

This is an ex-post-facto design, using the survey correlation research method. The population of this study is made up of 1,093 principals and 25,976 teachers from the 21 education zones of South-East States, as given by Secondary Education Management Boards of South-East States [2014]. The systematic, stratified sampling technique was used to sample 2,674 principals and teachers using 10% according to educational zones of South-East States. The research instrument was a self-constructed questionnaire titled "Assessment scale for classroom management abilities of teachers' questionnaire [ASFCMAQ] which was categorized in sections A and B for the principals and teachers as respondents. The questionnaire used likert four points of rating High Extent [HE]-4 points, Moderate Extent

[ME]-3 points, Low Extent [LE]-2 points, and NO Extent [NE]-1 point respectively.

5.1 Validity of the Instrument

The validity of the instrument was established by the two researcher's supervisors and other experts in the Department of Educational Administration and Planning, Abia State University Uturu. Their useful comments, corrections and suggestions were considered in preparing the final instrument.

5.2 Reliability of the Instrument

The reliability index of the instrument was obtained through the use of split half. The Pearson Product Moment Correlation Coefficient was used to establish the correlation of the two halves/scores to obtain a coefficient value of 0.83. The instruments were administered with the aid of some research assistants. The questionnaire was distributed and collected on the spot thus, ensuring 100% return rate.

5.2 Data Analysis

Data was analyzed using frequency distribution, percentages, mean scores, and pooled mean to answer the research questions. A mean score of 2.50 and above in a four-point likert type scale was accepted while below 2.50 was not accepted. Chi-square statistics was used to test the hypotheses at 0.05 level of significance.

6. Results

Research Question 1: To what extent has the students' academic performance been measured through classroom management abilities of teachers?

Table 1: **Summary of Mean and Standard Deviation of principals and teachers on classroom management ability of teachers.**

S\N	Management abilities of teachers	Mean	SD	Pooled Mean	Decision
	Skills/Techniques	3.20	0.40	2.89	Positive
	Teacher-Student Ratio	2.74	0.35		Positive
	Classroom Communication	3.32	0.28		Positive
	Classroom discipline		2.20	0.59	Negative
	Instructional Materials	2.82	0.35		Positive
	Infrastructural/facilities	3.03	0.32		Positive

The table reveals that apart from classroom discipline which has a mean of 2.20 and standard deviation 0.59, whose mean is less than the decisions mean of 2.50, other classroom abilities of the teachers have means which are greater than the decision mean of 2.50. These classroom abilities with their respective means and standard deviations are teacher-student ratio, X=2.74, SD 0.35, Skills/Techniques X=3.20, SD = 0.40, Classroom communication X= 3.32 and SD 0.28, Instructional materials, X= 2.82, SD=0.35, Infrastructural facilities, X 3.03, SD= 0.32. Note, these other abilities of the teachers can improve students' academic performance.

Research Question 2: To what extent have classroom management abilities of teachers affected students academic performance in JSSCE English Language result for the period 2011-2013 academic sessions?

Table 2: Summary of Mean and Standard Deviation of classroom management abilities of teachers and percentage pass of students in English Languages.

S\N	Variables	Mean	SD	Pooled Mean	No of. Cand Regd.in Eng	No of Passes	% Pass
1.	Skills/Techni.	3.20 0.40		2.89	16,508	7,452 45.14	
2.	Teacher-Student Ratio	2.74 0.35					
3.	Classroom Comm.	3.32	0.28				
4.	Classroom Discipline	2.20	0.59				
5.	Instructional Materials	2.82	0.35				
6.	Infrastructural Facilities	3.03	0.32				

Table 2 presents summary analysis of data generated with respect to teachers' classroom management abilities and students 'academic performance in English Language. Analysis of data reveals that teachers in the South-East zone employ those classroom management abilities. The pooled mean [X =2.89] is greater than the criterion mean of 2.50. The table further reveals that the percentage pass in English Language [45.14%] was not encouraging. The table reveals that out of 16,508 that registered for English examination only 7,452 or 45.14% passed at credit and above from the sampled schools in the period 2011-2013. This result reveals that the classroom management techniques of the teachers contributed to a moderate extent to students' academic performance in JSSCE English result for 2011 to 2013 academic session in South-East States.

Research Question 3: To what extent have the classroom management abilities of teachers improved students' academic performance in JSSCE Mathematics result for period 2011-2013 academic sessions?

Table 3: Summary of rating of classroom management abilities of teachers and percentage pass of students in JSSCE mathematics

S\N	Variables	Mean	SD	Pooled Mean	No of. Cand Regd.in Math	No of Passes	% Pass
	Skills/Technical.	3.20	0.40	2.89	16,508	8,056 48.82	
	Teacher/Student Ratio	2.74	0.35				
	Classroom Communication	3.32	0.28				
	Classroom Discipline	2.20	0.59				
	Instructional Materials	2.82	0.35				
	Infrastructural Facilities	3.03	0.32				

The table 3 presents summary analysis of data generated in respect of impact of classroom management abilities of teachers on students' academic performance in JSSCE mathematics. Analysis of data shows that the pooled mean is 2.89 an indication that the teachers in the South-East Zone employ these classroom management abilities. It further reveals that out of 16,508 candidates that registered for JSSCE Mathematics, only 8,056 or 48.82% of them passed at credit level and above. The above results shows that the classroom management abilities of teachers has improved students' academic performance in JSSCE Mathematics result to a moderate extent, in the period of this study thus 2011-2013.

Research Question 4: To what extent does a classroom management ability of teacher's impact on students' academic performance in JSSCE Basic Science in junior secondary schools results in the period2011-2013 in South-East Zone?

Table 4 presents summary of rating mean of classroom management abilities of teachers and percentage passes of students in JSSCE Basic Science.

S\N	Variables		Mean	SD	Pooled Mean	No of. Cand Regd.in B.Sci	No of Passes	% Pass
	Skills/ Technique	3.20	0.40	2.89	16,50	8,254	50.00	
	Teacher-Stu.Ratio	2.74	0.35					
	Classroom Comm.	3.32	0.28					
	Classroom Discipline	2.20	0.59					
	Instructional Mat.	2.82	0.35					
	Infrastructural Fac.	3.03	0.32					

Table 4 in analyzing the data generated in respect of the classroom management abilities of teachers on student's academic performance in JSSCE Basic Sciences shows the pooled mean to be 2.89. The table further shows that, out of 16,508 candidates that registered for Basic Science examinations, only 8,254 or 50% of them passed at credit level and above. The result revealed that classroom management abilities of teachers improved students' academic performance in JSSCE Basic Science to a high extent in 2011-2013 in South-East States.

Hypothesis One: There is no significant difference between teachers' classroom management abilities and students' academic performance in JSSCE English Language.

Table 5: Summary x^2 analysis of the impact of classroom management abilities on students' academic performance in JSSCE English Language.

Sources of Variation	df	X^2cal	X^2tab	$\propto$	Decision
Classroom Management Performance in Eng Lang.	3	275.69	7.82	0.05	Reject Ho

Table 5 shows the x^2 calculated value to be 275.69 while the tabulated value of x^2 is 7.82 at 0.05 level of significance and 3 degrees of freedom. The analysis of data reveals that the x^2 calculated [$x^2cal=275.69$] is greater than the x^2 tabulated [$x^2tab=7.82$]. Thus, there is no reason to retain the null hypothesis, it is accepted that there is a significant impact of classroom management abilities of teachers on students academic performance in English Language.

Hypothesis 2: There is no significant difference between classroom management abilities of teachers and students' academic performance in JSSCE Mathematics.

Table 6: Chi-Square Summary Analysis of Data in Respect of Classroom Management Ability and Performance in Mathematics.

Sources of Variation	df	X^2Cal	X^2tab	$\propto$	Decision
Classroom management Mental ability Vs Performance in Mathematics	3	112.20	7.82	0.05	Reject Ho

Table 6 presents summary Chi-square analysis of data collected with respect to teachers' classroom management abilities and their impact on academic performance. The table shows the X^2 calculated value to be 112.20 while the tabulated value of X^2 is 7.82 at 0.05 level of significance and 3 degrees of freedom. The analysis reveals that the X^2 calculated [$X^2 =112.20$] is greater than the tabulated value of X^2 [X^2

=7.82]. Thus, there is no reason to retain the null hypothesis, the alternative hypothesis is therefore accepted, so there is significant impact of classroom management abilities of teachers on academic performance in mathematics.

Hypothesis 3: There is no significant difference between classroom management abilities of teachers and students' academic performance in JSSCE Basic Science.

Table 7: Chi-Square Summary Analysis of data on difference between classroom ability on academic performance in Basic Science.

Sources of Variation	df	X^2cal	X^2tab	$\propto$	Decision
Classroom Management Ability Vs Performance In Basic Science	3	1528.2	7.82	0.05	Reject Ho

Table 7 shows the X^2 calculated to be 1528.2 [X^2=1528.2] while X^2 tabulated is 7.82 at 0.05 level of significance and 3 degrees of freedom. Thus, the calculated value of X^2=1528.2 is greater than the tabulated value of X^2=7.82. Thus, we reject the null hypothesis and accept that, there is a significant impact of classroom management of teachers on students' academic performance in JSSCE Basic Science.

7. Discussion of the Results

Result of data analysis presented on table 1 revealed that teachers in the South-East Zone possess and apply, employ and utilize these abilities in their teaching/learning process in the schools. This findings is in line with that of Chike-Okoli and Dark (2005) who found out that schools that possess physical infrastructural facilities perform better in examinations. It also agrees with the findings of Ehindro and Ajibade [2000] who found out that skills, techniques and other strategies are needed to convey concepts, ideas, principles are means to facilitate effective learning without which failure rate may increase and students may be forced to drop-out of schools.

Result obtained from analysis of data (table 2.1) indicated that schools in the South-East zone are fairly managed in skills/techniques as regards JSSCE and evidenced by X =3.20 and SD 0.40, Teacher-Student Ratio, X=2.74, SD 0.35, Classroom Communication mean=3.32 and SD 0.28, Instructional Materials 2.82 and SD 0.35,

and Infrastructural facilities X = 3.03 and SD 0.32 which are above 2.50 while classroom discipline is X 2.20 and SD 0.59 below decision X of 2.50 and was poorly managed. The pooled mean of all these management abilities is 2.89 as shown in (table 2.1) during 2011-2013 academic years.

As shown by the findings, teachers did not highly apply their classroom management abilities for excellent academic performance of students in the English Language, Mathematics and Basic Science in 2011-2013 academic years. As shown by the findings, schools are not effectively managed by teachers which led to low performance of students in exams especially JSSCE external exam 2011-2013. This agree with Osim (2011) that failure rates recorded by students in external exams in core subject like English Language was high, as a result of poor classroom management by teachers.

8. Conclusion

Based on the research findings and discussion of the study, the following conclusions are made:

Though classroom teachers possess classroom management abilities, yet these were inadequately employed. The result therefore showed that the classroom management abilities of teachers were poor and did not highly improve the academic performance of students in JSSCE English Language, Mathematics and

Basic Science during 2011-2013 academic years.

The classroom management abilities of teachers have little improvement in academic performance in the three [3] core subjects under study during 2011-2013 academic years. The impact was found to be significant in the secondary schools in South-East States of Nigeria.

Classroom management abilities of teachers had significant impact on the academic performance of students in English Language, Mathematics and Basic Science in South-East States of Nigeria.

9. Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendations are made:

- Secondary school teachers in South-East zone of Nigeria should be motivated financially and otherwise for them to put in their best in order to achieve sound academic performance. Parents and well to do, in society should assist government to achieve this.
- Internal supervision should be carried out regularly with a view to knowing these teachers' status, and their performance level and how they can be advised to improve in their performance in the classroom management abilities, qualifications and experiences.
- Students should use their study times judiciously in order to enhance their academic performance.
- Teachers who specialized in English Language, Mathematics and Basic Science should be employed to teach these subjects and perform optimally in these subjects. The Nation can produce good scientists, and professionals and join with committee of Nations in developmental pace

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