



UTILIZATION OF CLASSROOM MANAGEMENT STRATEGIES ON STUDENTS PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This research work investigated utilization of classroom management strategies on students' performance in secondary schools in Anambra state. Two research questions were posed and one hypothesis was formulated to guide the study. The study adopted descriptive survey research. The population of the study comprised 5, 987 teachers in 6 education zones in Anambra state. Random sampling technique was used to select Awka education zone which has 1, 518 teachers and 61 secondary schools. Simple random sampling technique was also to select 12 teachers from each of the 61 secondary schools, making it a total of 732 respondents. A researcher-constructed questionnaire with 19 items, tagged – Classroom Management Strategies Questionnaire (CMSQ) was used for data collection. The instrument was validated by three experts in educational foundations department, two experts from educational management and one expert from measurement and evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam. Trial test was conducted with 25 teachers in Enugu State secondary schools for reliability of the instrument using Cronbach Alpha method. The instrument consistency reliability was 0.82. Mean and standard deviation were used to answer research questions while z-test was used to test hypothesis at .05 level of significance. The findings of the study revealed that the classroom management strategies improves classroom discipline, it also improves teaching atmosphere for successful teaching and learning. Based on these findings, it was recommended among others that periodic classroom management workshop should be organized for experienced and inexperienced teachers.

Keywords: *classroom management, teachers, strategies, utilization, performance.*

Introduction:

No school can achieve its effective teaching and learning without good classroom management, that is why head teachers and classroom teachers try as much as they can to make classroom conducive for both the teacher and students. Ohamobi (2019) sees classroom as a place where teaching and learning takes place under a close supervision of a teacher. Ogbonanya (2013) stated that classroom is where students or children are taught under the guidance of the teacher and school curriculum implemented. The importance of classroom cannot be over-emphasized because teaching, learning, research and character formation take place in classroom. Bosah (2005) noted that classroom is the ground on which educational plans and policies find practical express and where most research findings are tried out. Classroom is a place where formal teaching and learning take place, research findings tested and carried out in order to achieve quality education. A good classroom should be encouraging enough for the teacher and students especially in secondary schools, so that the students' foundation should be effective.

Secondary education is the education children received after primary education and before the tertiary stage, FGN (2013). Secondary education is the education that formulates a child on what he or she will be in the society. These students need effective classroom for effective teaching and learning. FGN (2013) stated that the two broad goals of secondary education shall be to prepare the individual for; useful living within the society and higher education. For secondary schools to achieve these objectives, the school principals should make sure that the schools have enough conducive classrooms; this is because schools that use under the trees as classrooms cannot effectively achieve these educational objectives. The classroom teachers should as well manage these classrooms effectively. Teachers whether experienced or inexperienced should always try to practice classroom management well and have effective teaching and learning. The experienced teachers are more skilled in classroom management as Oliver and Reschly (2007) asserted that effectively managing the classroom is much more difficult for new teachers who may not have

received sufficient training and who may be assigned to classes with a large percentage of at-risk students. This implies that the school principal should always address the challenges facing inexperienced teachers in classroom management for students improved performance.

Narad and Abdullah (2016) see academic performance as the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. Academic performance is the performance of a student in his studies in a given term or semester. It determines the level of the students' intelligence and helps in placing a child or student where he or she belongs academically. Academic performance of students is of utmost importance to principals and teachers because it helps to determine the achievement of the objective of the school system. The poor academic performance of students which could be seen from students' internal and external results worries the government considering the resources and funds government spend in education. Kapur (2018) noted this when he stated that there are quite a number of factors that influence students academic performance. One of these factors is the classroom management which is necessary for teachers and involves all aspects of what is going on in the classroom while a lesson is being taught.

Classroom management is the organization, utilization and control of the resources and activities in the classroom for the achievement of the objectives of teaching and learning. Chiaha (2005) sees classroom management as the judicious utilization of human and material resources, adequate leadership techniques, use of processes, organized lesson plan, principles and good methods of teaching to successfully achieve classroom set goals. Classroom management is the ability of the classroom teacher to utilize both human and material resources available and application of maximum control of goal attainment, (Ohamobi 2019). Classroom management is the activities that involve planning curriculum, organizing procedures and resources, setting tone of the class environment to maximize learning, monitoring student progress and anticipating potential problems. It is moreover the process of planning, organizing, motivating, coordinating, supervising, controlling, evaluating and the use of both human efforts and materials resources to achieve classroom and school goals. Classroom management also involves teacher being able to use

time effectively which will help the teacher cover his teaching content, use teaching methods creatively and be able to establish good relationship with the students for a peaceful learning environment that is comfortable, organized, engaging and respectful for both the teacher and students. It requires a lot of efforts from the class teacher because the class teacher who is the manager of the class starts from the moment he or she steps inside the class to plan, control, organize and co ordinate the class until the moment he or she leaves the class. This calls for teachers who are experienced though inexperienced teachers can achieve this through attending seminars and workshops. Poor classroom management increases teachers stress and makes it almost impossible for teachers to teach effectively while good classroom management enhances learning, academic engagement of students and establishes an orderly environment.

Classroom management requires strategies that will facilitate learning and ensure adequate control of behaviours in the classroom. Classroom management strategy is the method teachers use to make students organized, focused, attentive and orderly in order to improve their teaching. It is also method used by teachers in smooth running of the class so as to maximize students learning outcome and improve students' performance. It focuses on implementing strategies emphasizing how students should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behavior. Classroom management strategies are class wide and individualized strategies. Class wide strategies are implemented with all students within the class and address the needs of most students in terms of behavior, while individualized strategies might be needed for a small number of students who will not respond appropriately to class wide strategies. Examples of class wide strategies are seating arrangement, adequate stimulus variation, handling students disagreement with respect and be sincere with praise others include, organizing the lesson and instructional materials, arranging environment to maximize efficiency, monitoring students' progress and anticipating potential problems. Individual strategies are changing students seats, use of proximity to stop disruptive behavior, removing a persistent student from the class and addressing bad behavior quickly. Effective teaching involves implying good classroom

management strategies in order to achieve the expected learning outcome. Ajayi (2004) asserted that effective teaching and learning process cannot be accomplished without good classroom management strategies. It is against this background that this study was set about to investigate the utilization of classroom management strategies on students' performance in secondary schools in Anambra state.

Statement of Problem

Utilization of classroom management strategies is very necessary in classroom teaching. It has good influence on students' performance when utilized well. Unfortunately, over a period of time pupils academic performance seems to be low. This is proved from their external examinations result. Reports have shown that primary school pupils' academic performance has been wanting since their common entrance and standard six results are most times not encouraging. Their poor grades or scores make it difficult for them to secure admission in high level secondary schools. Observation has shown that primary school teachers don't utilize classroom management strategies effectively because most of them fail to recognize the influence of classroom management strategies on teaching effectiveness. Thus, this study is aimed at finding the influence of utilization of classroom management strategies on effective teaching and learning in public primary schools in Anambra State.

Purpose of Study

The main purpose of this study is to investigate the utilization of classroom management strategies on students' performance in secondary schools in Anambra State. The study specifically sought to:

1. Find out the classroom management strategies prevalent in public secondary school.
2. Ascertain the extent utilization of classroom management strategies influence students performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

1. What are the classroom management strategies prevalent in secondary schools in Anambra State?
2. To what extent does utilization of classroom management strategies influence students' performance in public secondary schools in Anambra State?

Hypothesis

The following null hypothesis was formulated and tested at .05 level of significance.

H₀₁: There is no significance difference in the mean ratings of experienced and in- experienced teachers on the extent utilization of classroom management strategies influence students performance in public secondary schools in Anambra State.

Research Method

Descriptive research design was used for the study to investigate the extent utilization of classroom management strategies influences academic performance of public secondary school students in Anambra State. The population of the study consists of 1,518 teachers in all the 61 public secondary schools in Awka education zone. Simple random sampling technique was used to select 12 teachers from each of the 61 public secondary schools, making it a total of 732 respondents. The instrument for data collection was a self structured questionnaire titled, "Utilization of Classroom Management Strategies Questionnaire (UCMSQ)". The questionnaire was made up of two parts. Part one solicited for personal data to respondents and part two which was structured into two sections comprising 20 items. Each questionnaire item was assigned a four point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree {SD} or Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE), with corresponding values of 4, 3, 2 and 1 respectively.

The instrument was validated by three experts, two experts from Education Management Unit and one expert from measurement and evaluation unit department of Educational Foundations in Faculty of Education all from Chukwuemeka Odumegwu Ojukwu University, Igbaram. Their respective

suggestions were incorporated in the production of the final questionnaire. The reliability of the instrument was ascertained using test–re-test form of reliability. It was obtained by administering the instrument to 20 respondents from public secondary schools in Enugu State using Cronbach Alpha Method. Internal consistency reliability estimated yielded 0.82 which indicates that the instrument was highly reliable for the study.

Direct delivery was adopted for data collection with the help of three research assistants that were instructed on what to do. 660 (90%) questionnaire were collected and used for the study. Research questions were answered using mean and standard deviation. Mean – scores of 2.50 and above were acceptable while any item with mean less than 2.50 was considered unacceptable. z-test statistics was used to test the null hypothesis at .05 level of significance.

Results

Table 1: Mean responses of primary school experienced and inexperienced teachers on classroom management strategies prevalent in Anambra State Secondary Schools.

S/N	Item Description	Exp. Teachers Mean	Inexperienced Teacher Mean	Decision
1	Accurate placement of instructional materials at appropriate places and corners	3.24	0.15	A
2	Arranging of class desks and objects well	3.18	0.81	A
3	Creating enough spaces in classrooms	3.10	0.18	A
4	Having clear, direct and consistent class rules	3.14	0.16	A
5	Giving pupils room to speak one after the other uninterrupted	3.25	0.24	A

6	Use of non-verbal communication at the appropriate time	2.50	1.10	A
7	Addressing bad behavior of students quickly	2.73	0.25	A
8	Placement of chalkboard at the strategic position in the classroom	2.64	0.80	A
9	Teacher being aware of his or her position in class so as not to obstruct pupils view while teaching	2.80	0.75	A
10	Document rules and regulation of the class and make it compulsory for all students.	2.73	1.24	A

Data on table 1 indicated that the mean responses of teachers in all the items were above the mean score of 2.50 showing that they agree that all the items are management strategies that are prevalent secondary schools in Anambra State. This means that experienced and in-experienced teachers agree that these classroom management strategies are prevalent in public secondary schools in Anambra State.

Table 2:

Means rating of experienced and in-experienced teachers on the extent utilization of classroom management strategies influences students' performance in public secondary schools in Anambra State.

S/N	Item Description	Exp. Teachers Mean	Inexperienced Teacher Mean	Decision
1	It helps in improving classroom discipline	2.90	2.68	HE

2	It increases learning atmosphere for successful teaching and learning	3.80	3.24	HE
3	It helps in improving pupils confidence for the teacher	2.68	2.73	HE
4	Makes teachers organized in delivering lesson	2.98	3.90	HE
5	It helps in the smooth running of classroom activities	2.87	2.98	HE
6	Helps teachers in effective counseling of pupils in the various problems	3.13	3.24	HE
7	Good classroom management makes the teacher to have good communicating leadership and record keeping methods and skills	3.72	3.45	HE
8	Makes classroom coordination perfect	2.90	3.21	HE
9	Improves teachers efficiency in teaching	2.94	2.74	HE
10	Crates peaceful condition in classroom which is conducive for learning	3.54	2.90	HE
	Grand Mean	3.14	3.03	HE

Data on table 2 indicated that the mean responses of items were above the mean of 2.5 meaning experienced and inexperienced teachers unanimously agree that utilization of classroom management strategies influences students performance to a high extent in public secondary schools in Anambra State.

Hypothesis

There is no significant different between the mean ratings of experienced teachers and inexperienced teachers on the extent utilization of classroom

management influences students performance in public secondary schools in Anambra State.

Table 3: z-test on mean rating of experienced teachers and inexperienced teachers on the extent utilization of classroom management strategies influences students' performance in public secondary schools in Anambra State.

Respondents	NO	X	SD	df	z-Cal	z-critical	Remarks
Experienced Teacher	600	3.14	0.92	657	0.176	1.960	Accepted
Inexperienced Teacher	60	3.03	0.83				

Analysis on table 3 revealed that with 657 degree of freedom, the calculated z of 0.179 was less than the critical z- value of 1.960. It is therefore concluded that the mean ratings of experienced and inexperienced teachers did not differ. Therefore, the null hypothesis was accepted.

Discussion of findings

The findings in table one revealed the classroom management strategies prevalent in public secondary schools in Anambra State, which include: use of non-verbal communication at the appropriate time, accurate placement of instructional materials, addressing bad behavior of students quickly among others. The findings has justified the submission of Marcus (2018) who asserted that non-verbal communications complements words with actions and visual aids to improve content delivery, helping students focus and process lessons. Gunn (2019) equally maintain that good relationship with students and addressing bad behavior of students quickly encourage students to trust their teacher, feel loved by their teacher and to feel safe with that training. There is therefore an urgent need for teachers to use classroom management strategies for quality education.

The analysis of data on research question two showed the extent classroom management strategies influence students' performance; it improves classroom

discipline, it improves teaching atmosphere for successful teaching and learning, makes teachers organized in delivering lesson amongst others. This is in line with Ministry of Education (2019) when it stated that classroom management creates a set of expectations used in an organized classroom environment and it proves the way for the teacher to engage the students in learning. This indicates that good classroom management strategies improve students' academic performance. It also helps the inexperienced teachers in improving their teaching. The finding was also confirmed by the inference which indicated that there is no significant difference between the mean ratings on the extent classroom management strategies influence students academic performance by the experienced and inexperienced teachers in public primary schools in Anambra State.

Conclusion

Classroom management strategies have great influence on students' performance by making the classroom peaceful and conducive for learning to take place. It also makes teachers organized in delivery lessons; it improves classroom discipline and helps in the smooth running of classroom activities. It should therefore be utilized by both experienced and in-experienced teachers for quality and functional education.

From the findings, it recommended that;

1. The classroom teachers should be using these classroom management strategies identified in other to improve students' performance.
2. Periodic classroom management workshop to be organized for experienced and inexperienced teachers so as to boost their classroom teaching skills and techniques.

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