



CLASSROOM MANAGEMENT STRATEGIES AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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Abstract

The study examined classroom management strategies as correlate of students' academic performance 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 correlational research design. The population of the study is 20,804 senior secondary school students in form 2 (SS2) (9,235 male and 11,569 female) in 267 Anambra State, public secondary schools. The sample of 1,040 SS2 students was used for the study. Multi-stage sampling procedure was used for the study. The instruments for data collection were researchers-structured questionnaire titled: Classroom Management Strategies Questionnaire (CMSQ), and Students' Academic performance Scores (SAPS). The instruments were validated by three experts. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.78 for classroom discipline management strategy, and 0.80 for use of reward system management strategy. The data were analyzed using Pearson Product Moment Correlation Coefficient. The study revealed that classroom discipline management strategy and use of reward system management strategy have positive and significant relationship with students' academic performance in public secondary schools in Anambra State. The study recommended that public secondary schools in Anambra State should adopt and institutionalize reward system management strategies that recognize and celebrate both academic and non-academic achievements of students.



Keyword: *Classroom Management, Classroom Discipline, Use of Reward, Academic Performance, Management Strategies*

Introduction

Education is the process of acquiring knowledge, skills, values, and attitudes through teaching, learning, and research. It plays a crucial role in personal development and societal progress by equipping individuals with the tools needed for critical thinking, problem-solving, and informed decision-making. Ezeaku and Nnamdi (2021) noted that education is the process of acquiring knowledge, skills, norms, values and aptitude which will enable the individual to be useful to himself and the society at large. Education occurs in formal, informal, and non-formal settings, shaping individuals and communities for economic, social, and cultural advancement. According to Ezeaku and Nebolisa (2024), education encompasses formal learning in schools, as well as informal learning through life experiences. It also empowers individuals to achieve their potential and make informed decisions for themselves and their communities, at the same time influence students' academic performance.

Students' academic performance is the level of achievement in their studies, influenced by factors such as teaching quality, learning environment, motivation, and socio-economic background. It is influenced by various factors, including teaching quality,

learning environment, personal motivation, and socio-economic background. Ezeaku and Obunike (2024) explained that academic performance is the quality of results produced by students as reflected in the quality of their examination scores. In the context of this study, students' academic performance is refers to the level of success students achieved in academics endeavors which encompassing various dimensions like cognitive, emotional, social and physical development.

Enhancing students' academic performance has become crucial because it directly impacts their future opportunities and the overall economic growth. This underscores the immense significance of improving academic performance, a point that cannot be overemphasized. In the context of this study, students' academic performance is refers to the level of success students achieved in academics endeavors which encompasses various dimensions like cognitive, emotional, social and physical development. Uloaku (2020) noted that effective classroom management strategies play a vital role in ensuring a conducive learning environment that enhances these dimensions, and improve students' academic performance.



Classroom management is the process by which teachers plan, organize, and control classroom activities to facilitate effective teaching and learning. It involves the implementation of various practices and procedures aimed at creating a conducive environment for academic, social, and emotional learning. Adeyemi (2017) described classroom management as the strategies and techniques employed by teachers to create and maintain an orderly learning environment, ensuring that academic and behavioral expectations are met. It involves the process and strategies an educator uses to maintain a classroom environment that is conducive to students learning and success. A conducive classroom is very important for learning, because without the feeling of safety, students will develop anxiety and become uneasy in the classroom and for the classroom to be useful for the purpose it was meant to serve which is teaching and learning, it has to be organized and maintained.

A conducive classroom environment increases the desire for knowledge and heightens creativity in learners. In the view of Akusubo (2020), classroom management is the action a teacher takes to bring about an environment that support and make easy instructions, academic, social and emotional learning. The success of an educational system heavily relies on effective classroom

management. Poorly managed classrooms often suffer from disruptive behaviours such as students sleeping during lessons, arriving late, making noise, miscopying notes, eating, calling nicknames, and issuing verbal or physical threats to peers or the teacher (Jones, 2018). Akusubo (2020) was of the opinion that, to effectively teach students, teachers need to employ effective classroom management strategies, implement effective instructional strategies and develop strong curriculum. He also identified some classroom management strategies such as delegation of duties, classroom discipline, reward system, and teacher's quality. This study focused only on two classroom management strategies which are classroom discipline, and reward systems.

Classroom discipline plays a critical role in enhancing students' academic performance. Adeiran (2019) defined classroom discipline as strategies and practices teachers use to manage students' behavior and maintain order, creating an environment conducive for learning. Classroom discipline encompasses the systematic approach teachers take to regulate students' conduct, encouraging self-control and cooperation among students (Eze, 2019). When teachers set clear behavioural expectations and consistently enforce rules, students are more likely to exhibit self-control and responsibility, thereby creating a stable and predictable learning atmosphere (Okeke,



2018). Disciplined classroom encourages punctuality and regular attendance, as students are aware of the consequences of violating rules. Effective classroom discipline also fosters respect and cooperation among students, reducing incidences of disruptive behavior. This collaborative environment enables students to engage more actively in lessons and participate in classroom discussions, which are essential for deepening their understanding of the subject matter. This consistency in attendance and participation directly impact students' academic outcomes at same time attract some rewards. This consistency in attendance and participation directly correlates with improved academic outcomes at the same time attract some rewards.

Reward system is a structured methods used by teachers to acknowledge and reinforce positive behavior and academic achievements among students. Afolabi (2018) defined reward systems as the mechanisms employed in classrooms to provide incentives, such as praise, tokens, or privileges, for desired students' behaviors and academic accomplishments. According to Ogunleye (2020) reward systems involve the systematic application of incentives to motivate students towards achieving specific academic goals and maintaining positive conduct. In this study, reward systems encompass the strategies and techniques

teachers utilize to foster a culture of recognition and encouragement, enhancing students' engagement and performance. It is the structured approach teachers use to reinforce desired behaviours and achievements, thereby promoting a positive learning environment and academic success. Implementing effective reward systems in classrooms can significantly enhance students' academic performance.

Given the above discussions, it is evident that classroom management are crucial elements for enhancing students' academic performance. Unfortunately, it appears that some teachers in public secondary schools in Anambra State are either unaware of these factors or choose to neglect them. This could account to one of the reasons stakeholders in education have cried out that some their wards are performing below average. One may argue that poor classroom management could contributes to why some students fail West African Examination Council (WAEC) and National Examination Council (NECO). It could be that some teachers in the State are nonchalant to what happens in their classrooms. Perhaps, some of these teachers lack the requisite knowledge and strategies to manage their classes, hence the continued drop in students' academic performance. It is on this note that the study examined classroom management strategies as correlates of student's academic



performance in public secondary schools in Anambra State.

Statement of the Problem

The poor academic performance and high failure rates in examinations such as the West African Senior School Certificate Examination (WASSCE), National Examination Council (NECO), and University Tertiary Matriculation Examination (UTME) are a significant concern, particularly in government-owned secondary schools in Anambra state. Despite efforts by the Anambra State government to enhance the education system such as hiring qualified personnel, providing free education from basic to junior secondary levels, and improving educational facilities in public secondary schools, the outcome have not matched expectations. It is distressing that despite these initiatives, many students do not perform well in external examinations.

This situation has raised concerns among teachers, and parents as continued decline in students' performance could potentially hinder the nation's economic and technological progress. Consequently, the researcher sought to examine whether classroom management strategies contribute to this poor academic performance in public secondary schools in Anambra State. Factors like poor academic achievement, including

absenteeism, lateness, inattentiveness, sleeping in class, irregular teachers' attendance, students' indiscipline, teachers' indiscipline, lack of study diligence among students, truancy, and substance abuse could lead to poor students' academic performance. Addressing these issues is crucial for finding sustainable solutions and improving academic outcomes. It is based on this that the study examined classroom management strategies as correlate of students' academic performance in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine classroom management strategies as correlate of student's academic performance in public secondary schools in Anambra State. Specifically, the study seeks to:

3. examine the relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State.
4. ascertain the relationship between the use of reward system management strategy and students' academic performance in public secondary schools in Anambra State.

Research Questions



The following research questions guided the study:

3. What is the relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State?
4. What is the relationship between the use of reward system management strategy and students' academic performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significant:

1. There is no significant relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State.
2. There is no significant relationship between use of reward system management strategy and students' academic performance in public secondary schools in Anambra State.

Method

The study adopted correlational research design. The study was carried in Anambra State. The population of the study is 20,804 senior secondary school students in form 2

(SS2) (9,235 male and 11,569 female) in 267 Anambra State, Public Secondary Schools. (Post Primary Schools Service Commission (PPSSC), Anambra State, 2024). The sample of 1,040 SS2 students was used for the study. The sample size was 5% of total number of SS2 students. Multi-stage sampling procedure was used in drawing the sample. Two researcher-developed instruments titled Teachers Classroom Management Strategies Questionnaire (CMSQ), and Students' Academic performance Scores (SAPS) were used for the study. The instrument has two sections, A and B. Section 'A' Classroom Management Questionnaire (CMQ) has two Clusters 'A-B'. Cluster 'A' elicits information on classroom discipline management strategy with 10-item statements; while Cluster 'B' elicits information on use of reward system management strategy with 10-item statement. All the clusters were weighted on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). Section 'B' Students' Academic performance Scores (SAPS) was derived from third term SS2 students score in English and Mathematics respectively. The reliability of the instrument was ascertained through a pilot test on 20 students from public secondary schools in Enugu State. The reliability of the instrument was determined using Cronbach



Alpha Coefficient method and the average coefficient of 0.78 for classroom discipline, and 0.80 for use of reward. Out of 1040 copies of the questionnaires administered to students, 998 (96%) of them were correctly completed and returned, while 42 (4%) were

either misplaced or not correctly filled. Pearson Product Moment Correlation Coefficient was used to answer research questions 1 to 2 with hypotheses 1 to 2 at 0.05 level of significance.

Results

Research Question 1: What is the relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Relationship between Classroom Discipline Management Strategy and Students' Academic Performance in Public

Secondary Schools in Anambra State

Variables	N	Classroom Discipline Management Strategy	Students' Academic Performance	Remark
Classroom Discipline Management Strategy	998	.782**		Strong Positive Relationship
Students' Academic Performance	998	1.00		

The summary result of Pearson Product-Moment Correlation Coefficient on Table 1 showed that there is a strong positive relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State. The analysis revealed a correlation coefficient value of 0.782, indicating a positive but strong positive relationship between classroom discipline management strategy and students' academic performance. This suggested that students' academic performance is influenced by classroom discipline management strategy. A unit increase in classroom discipline management strategy



leads to 0.782 (78.2%) increase in students' academic performance in public secondary schools in Anambra State.

Research Question Two: What is the relationship between the use of reward system management strategy and students' academic performance in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the Relationship between Reward System Management Strategy and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	N	Reward System Management Strategy	Students' Academic Performance	Remark
Reward System Management Strategy	998	.857**	Strong Positive Relationship	
Students' Academic Performance	998	1.00		

The summary result of Pearson Product-Moment Correlation Coefficient on Table 2 showed that there is a strong positive relationship between reward system management strategy and students' academic performance in public secondary schools in Anambra State. The analysis revealed a correlation coefficient value of 0.857, indicating a positive but strong positive relationship between reward system management strategy and students' academic performance. This suggested that students' academic performance is influenced by reward system management strategy. A unit increase in reward system management strategy leads to 0.857 (85.7.2%) increase in students' academic performance in public secondary schools in Anambra State.

Hypothesis One: There is no significant relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State.



Table 3: Summary of Pearson Product Moment Correlation on the Significant Relationship between Classroom Discipline Management Strategies and Students' Academic Performance in Public Secondary Schools in Anambra State

Variables	N	Classroom Discipline Management Strategy	Students' Academic Performance	Sig.	Remark
Classroom Discipline Management Strategy	998	.782**	.000		
Students' Academic Performance	998	1.00		Significant	

The summary result of Pearson Product Moment Correlation Coefficient on Table 3 showed the significant relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State with p-value = 0.000. Since p-value (.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State.

Hypothesis Two: There is no significant relationship between use of reward system management strategy and students' academic performance in public secondary schools in Anambra State.

Table 4: Summary of Pearson Product Moment Correlation on the Significant Relationship between Reward System Management Strategy and Students' Academic Performance in Public Secondary Schools in Anambra State



Variables	N	Reward System Management Strategy	Students' Academic Performance	Sig.	Remark
Reward System Management Strategy	998	.857**	.000		Significant
Students' Academic Performance	998	1.00			

The summary result of Pearson Product Moment Correlation Coefficient on Table 4 showed the significant relationship between use of reward system management strategy and students' academic performance in public secondary schools in Anambra State with p-value = 0.000. Since p-value (.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between use of reward system management strategy and students' academic performance in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between use of reward system management strategy and students' academic performance in public secondary schools in Anambra State.

Discussion

Findings on the relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State revealed that there is a strong positive relationship between classroom discipline management strategy and students' academic performance in public secondary schools in Anambra State. The findings also showed that there is a significant relationship between classroom discipline

management strategy and students' academic performance in public secondary schools in Anambra State. This results can be attributed to the respondents agreeing that their teachers order them to kneel down when they come late to class, asks them to pick leaves when they fail to submit their assignment, sends them out cut grasses when they make noise in the class among others. The findings is in consonance with the findings of Harrison (2023) that revealed that teachers' classroom management techniques such as classroom discipline has great significant on students' academic



performance. The findings agreed also with Ekpomi et al. (2022) that the teachers' management of classroom discipline has a great influence on academic performance. The study also revealed that there is no significant difference in the mean responses of teachers' perception on how classroom discipline influences academic performance of Business Studies students in secondary schools. Olawale (2021) indicated that there is a significant and strong positive relationship between classroom discipline and student academic performance. These findings underscore the critical role that effective classroom discipline management strategies play in ensuring academic success among students. By maintaining structured and disciplined learning environments, teachers can significantly enhance students' focus, engagement, and overall academic outcomes.

Findings on the relationship between the use of reward system management strategy and students' academic performance in public secondary schools in Anambra State revealed that there is a strong positive relationship between the use of reward system management strategy and students' academic performance in public secondary schools in Anambra State. The findings also showed that there is a significant relationship between the use of reward system management strategy and students'

academic performance in public secondary schools in Anambra State. This results can be attributed to the respondents agreeing that their teachers give items to any student who performs well in class, responds to students correct answers by asking the class to clap for the student, uses extrinsic motivation to encourage students to do their class activities among others. The findings is in consonance with the findings of Abiodun and Olaniyi (2021) that learning facilities, classroom discipline, and classroom motivation when taken together will not significantly predict students' achievement. The study also agreed with Olawale (2021) that there is a significant and strong positive relationship between use of classroom reward system and student academic performance. This indicated that effective use of classroom reward system strongly and effectively influences student academic performance. Supporting the study, Akusubo (2020) revealed that there is a significant relationship between teachers' rewards system and academic performance of the students in public secondary schools. These findings highlight the critical role that reward systems play in fostering positive academic outcomes among students. They emphasize the importance of integrating effective reward strategies into classroom management to enhance student motivation and performance.



Conclusion

Classroom management strategies play an important role in ensuring students' academic performance. Schools should support students by providing an environment that encourages effective teacher-student interactions, implementing reward systems, and promoting instructional supervision strategies that enhance learning outcomes. Based on the findings of the study, it was concluded that classroom management strategies have positive and significant relationship with students' academic performance in public secondary schools in Anambra State.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

3. Ministry of Education should continue to organize training programmes for both teachers and school administrators to strengthen their skills in classroom management and discipline strategies. This will help create a conducive learning environment that enhances student performance and reduces behavioural disruptions in schools.
4. Public secondary schools in Anambra State should adopt and institutionalize reward system management strategies that recognize and celebrate both academic and non-academic achievements of students. This approach can motivate students to strive for excellence and enhance their academic performance.

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