



CLASSROOM MANAGEMENT AS CORRELATE OF TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined classroom management as correlate of teachers' effectiveness 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 comprised 6598 teachers in the 267 public secondary schools in Anambra State. The sample of this study consisted of 660 teachers in the 267 public secondary schools. The sample techniques adopted were stratified and simple random sampling techniques. The instruments for data collection were two questionnaires constructed by the researchers titled "Classroom Management Practices Questionnaire (CMPQ) and Teachers' Effectiveness Questionnaire (TEQ). The instruments were subjected to face and construct validation. The reliability coefficients of the instruments were established using Cronbach alpha reliability estimate. The average reliability index of 0.79 for classroom management and 0.77 for teachers' effectiveness showed a value which indicated a positive and high reliability. 605 copies of the questionnaires were administered. The data collected were analyzed using Pearson product moment correlation coefficient. The following findings were made; that there exists a low positive and significant relationship between time management practice and teachers' effectiveness ($r = 0.37$, $P \leq .000$), a high positive and significant relationship for communication practice ($r = 0.73$, $P \leq .000$) and teachers' effectiveness in Public Secondary Schools. The study recommended that government should provide adequate school facilities which increases teachers' effectiveness.

Keywords: *Classroom Management, Teacher Effectiveness, Time Management, Effective Communication*

Introduction

Education is a critical component of human development and a nation's most profitable

investment for economic, socio-political, and human resource development. Quality education is essential for national progress, as poor-quality education hinders growth.



Ezeaku and Obikeze(2017) 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. In Nigeria, secondary education plays a pivotal role in preparing students for tertiary education and supplying manpower for economic growth. Teachers are crucial for ensuring effective teaching and learning, fostering innovation, and driving high student achievement.

In today's global economy, the role of teachers in secondary school education is considered not only paramount but also bedrock upon which socio-economic stability can be achieved (Ezeaku&Ohamobi, 2018). Observations have revealed that some teachers in public secondary schools in Anambra State are rarely effective. This was buttressed by the Chairman of the Anambra State Universal Basic Education Board (ASUBEB), Dr. Nwadinobi in October 2022 who expressed concerns over teachers' lackadaisical attitudes. During a monitoring visit to Nsugbe in Anambra East Local Government Area, it was observed that only 10 out of 29 teachers were present at the morning assembly, highlighting issues with punctuality and dedication (Obianeri, 2022). It was for some of these reasons that

teachers' effectiveness should not be overlooked.

Teacher effectiveness involves not only being skilled in teaching processes that promote student achievement but also embodying key qualities such as being a motivator, maintaining disciplined behaviour, acting as an advisor and guide, and fostering strong relationships with students, colleagues, principals, and parents (Okeke&Nwokolo, 2024). The effectiveness of teachers can be very influential on classroom management. Effectiveness of teachers can be described as their success in helping students to learn and the related characteristics of effectiveness can be described as certain qualities which are related to teachers' effectiveness and which enable teachers to achieve success in education (Walker, 2017).

Poor achievement of academic goals of students in Nigeria has been linked to poor teachers' effectiveness in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to low job satisfaction. Unfortunately, this situation among students in Nigeria has been linked to ineffective classroom management by teachers, asObineme (2018) stated directly



impacts their ability to accomplish teaching tasks, maintain a positive attitude toward work, and foster productive teaching habits. This means, the importance of classroom management can never be relegated to the background.

Classroom management is much more than simply administering corrective measures when a student misbehaves; it's about developing proactive ways to prevent problems from occurring in the first place while creating a positive learning environment (Sadorra, 2022). Teachers need effective classroom management practices in order to generate good and expected behaviour from students. High quality teachers are trained and retrained for effectiveness in the classroom. It is imperative that classroom administration mechanisms take essential portion in promoting students' learning, which encompasses the exercise to constitute and lead classes to realize specific objectives. Effective teaching and learning depend massively on suitable classroom management practices since classroom management is one of the neglected areas in some secondary schools, despite the fact that the success or failure of any teaching and learning process depends on how classrooms are managed. Some of classroom

management techniques include time management and effective communication.

Time management is very important and it may actually affect individual's overall performance and achievements. Time management refers to using time effectively and productively. More so, time management involves organizing and prioritizing tasks to make the most efficient use of available time. good time management makes it possible for one to make the most out of every minute (Olivo, 2021). Time management is very much needed by teachers who have piles of work load aside from classroom teaching. Teachers need to manage their time wisely in order to achieve success and positive outcomes on learner's performance. However; all of these are related by how individuals manage their time to suit their daily living or to make it flow steadily with their routines. Effective use of time in prioritizing is about arranging workload based on both the importance of the task as well as the resulting impact of the completed task which is achieved with effective communication.

Communication is the process of exchanging information, ideas, thoughts, or feelings between individuals or groups,



often through verbal, non-verbal, or written channels, in order to achieve mutual understanding and shared meaning (Chinedu&Chinwendu, 2020). Communication is the use of various channels such as speech, writing, gestures, and visuals to build and maintain relationships by conveying messages clearly, ensuring feedback, and fostering interaction among participants (Okeke, et. al., 2025). Effective communication is one of the most important issues in classroom management. Communication system in schools and other organisations can be likened to blood in human beings. Developing the quality of an educational organization is only possible with consistency in the teacher's communication in classroom. All types of activities in the classroom are principally based on effective communication. The main reason for effective communication in the classroom is to create an environment in which messages can be effectively transmitted between teachers and students.

Despite the importance of time management and effective communication as classroom management techniques, existing literature on classroom management and teachers' effectiveness in public secondary schools in Anambra State has primarily focused on the impact of discipline strategies, instructional

techniques, and student behavior on learning outcomes. While studies have examined the role of teacher-student relationships and the effectiveness of specific management approaches, there remains a gap in understanding how contextual factors such as school infrastructure, administrative support, and class size influence teachers' ability to manage classrooms effectively. Furthermore, previous research has not sufficiently explored the interplay between classroom management skills and teachers' job satisfaction, motivation, and overall commitment to instructional delivery in public secondary schools. Additionally, limited empirical studies have investigated how variations in teachers' classroom management strategies affect students' academic performance across different socio-economic backgrounds in Anambra State. Addressing these gaps, this paper sought to examine classroom management as correlate of teachers' effectiveness in public secondary schools in Anambra State.

Statement of the Problem

Effective classroom management, including time management and communication, is crucial for enhancing teachers' effectiveness in public secondary schools. However, many teachers in Anambra State struggle with maintaining classroom discipline, optimizing instructional time, and fostering



student engagement, which negatively impacts learning outcomes. Ineffective communication between teachers and students often leads to misunderstandings, reduced participation, and behavioral issues. Additionally, inadequate time management affects lesson coverage and instructional quality. Despite existing studies on classroom management, limited research explores how these factors influence teachers' effectiveness in Anambra State's public secondary schools. Addressing this gap is essential to examine classroom management as correlate of teachers' effectiveness in public secondary schools in Anambra State.

Purpose of the Study

The purpose of this study was to examine classroom management as correlate of teachers' effectiveness in public secondary schools in Anambra State. Specifically, this study sought to:

1. Examine the extent of relationship between time-management practice and teachers' effectiveness in public secondary schools in Anambra State.
2. Establish the extent of relationship between effective communication practices and teachers' effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the extent of relationship between time-management practice and teachers' effectiveness in public secondary schools in Anambra State?
2. What is the extent of relationship between effective communication practice and teachers' effectiveness in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant relationship between time-management practice and teachers' effectiveness in public secondary schools in Anambra State.
2. There is no significant relationship between effective communication practice and teachers' effectiveness in public secondary schools in Anambra State



METHODS

The study adopted a correlational research design. The population of the study comprised 7248 teachers in the 267 public secondary schools in Anambra State. The sample size was 725 teachers as respondents in public secondary schools in Anambra State. The sample comprised of 10% of 7248 teachers which is considered adequate for the study. Two structured instruments by the researcher titled Classroom Management Practice Questionnaire (CMPQ) and “Teachers’ Effectiveness Questionnaire” (TEQ) was used for data collection. The Classroom Management Practice Questionnaire had two sections; Section A and B, Section A contained the demographic information of the respondents. Section B had two clusters: A and B. Cluster A contained information for time management practice and Cluster B contained information for effective communication practice. The instruments were made up of 30 items eliciting information from the respondents on classroom management practices of time management and effective communication and was structured using 4-point rating scale weighed as follows: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) – 1. The instruments were validated by two research experts. The internal consistency of the instrument was ascertained through the conduction of a trial

test using a sample of 20 teachers in public secondary schools in Enugu State. Data collected was analysed using Cronbach Alpha reliability estimate. For the classroom management, time- management yielded reliability coefficient values of 0.81 and effective communication 0.78. The classroom management practice yielded an average reliability index of 0.80, and .077 for teachers’ effectiveness. Direct delivery was used for the administration and retrieval of the copies of the instrument. There was a return visit to collect from those respondents who were not disposed to fill the questionnaire on the spot. 605(83.45%) out of 725 copies of questionnaire were administered by the researcher and her five briefed research assistants. The researcher carried out a scrutiny of the retrieved copies of questionnaire and 11(1.52%) copies were invalid. Thus, 513(70.76%) copies of questionnaire were completely filled and were used for data analysis. The data collected were analyzed using Pearson product moment correlation coefficient for the research questions and test of hypotheses at 0.05 level of significance. In making decision, Nworgu’s (2015) guidelines was used to describe the magnitude and direction of correlation between the variables: Coefficient (r) of +/- .00 to .19 = Very Weak Relationship; Coefficient (r) of +/- .20 to .39 = Strong Relationship; Coefficient (r) of +/- .40 to .59 = Moderate Relationship; Coefficient (r) of +/- .60 to



.79 =High Relationship; and Coefficient (r) Relationship.
of +/- .80 and above = Very Strong

RESULTS

Research Question 1: What is the relationship between time-management practice and teachers' effectiveness in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation Coefficient analysis on the relationship between time-management practice and teachers' effectiveness in public secondary schools in Anambra State

Correlations		Time management practice	Teachers' Effectiveness	Remark
Time management practice	Pearson Correlation	1	0.39**	
	Sig. (2-tailed)		0.00	low positive relationship
	N	513	513	
Teachers' Effectiveness	Pearson Correlation	0.39**	1	
	Sig. (2-tailed)	0.00		
	N	513	513	

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

The summary result of Pearson Product-Moment Correlation Coefficient from the Table 1 above showed a low positive relationship between time management practice and teachers' effectiveness in public secondary schools in Anambra State, with 'r' =0.39** and N=513. This revealed a positive correlation coefficient value of 0 .39 which indicated that there is a low positive relationship existing between time management practice and teachers' effectiveness in public secondary schools in Anambra State Nigeria.

Research Question 2: What is the extent of relationship between effective communication practice and teachers' effectiveness in public secondary schools in Anambra State.

Table 2: Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between effective communication practice and teachers' teachers' effectiveness in public secondary schools in Anambra State.

Correlations		Communication Practice	Teachers' Effectiveness	
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Communication Practice	Pearson Correlation	1	0.78**	
	Sig. (2-tailed)		0.02	
	N	513	513	a high positive relationship
Teachers' Effectiveness	Pearson Correlation	0.78**	1	
	Sig. (2-tailed)	0.02.		
	N	513	513	

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

The summary result of Pearson Product-Moment Correlation Coefficient from the Table 2 above table showed a high positive relationship between communication practice and teachers' effectiveness in public secondary schools in Anambra State, with 'r'=0.78** and N=513. Thus, the study concluded that there is a high positive relationship existing between communication practice and teachers' effectiveness in public secondary schools in Anambra State, Nigeria.

Hypothesis 1: There is no significant relationship between time-management practices and teachers' effectiveness in public secondary schools in Anambra State.

Table 3: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between time-management practice and teachers' effectiveness in public secondary schools in Anambra State.

Correlations

		Time management practice	Teachers' Effectiveness	Decision
Time management practice	Pearson Correlation	1	0.39**	
	Sig. (2-tailed)		0.00	
	N	513	513	Significance
Teachers' Effectiveness	Pearson Correlation	0.39**	1	
	Sig. (2-tailed)	0.00		
	N	513	513	



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

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 3 above showed a significant relationship between time-management practices and teachers' effectiveness. Since p-value(0.00) is less than 0.05, the study rejects the null hypothesis and does not reject the alternative hypothesis that there is a significant relationship between time-management practices and teachers' effectiveness in public secondary schools in Anambra State.

Hypothesis 2: There is no significant relationship between effective communication practice and teachers' effectiveness in public secondary schools in Anambra State.

Table 4: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between effective communication practice and teachers' effectiveness in public secondary schools in Anambra State.

Correlations

		Communication Practice	Teachers' Effectiveness	Decision
Communication Practice	Pearson Correlation	1	0.78**	
	Sig. (2-tailed)		0.02	
	N	513	513	Significance
Teachers' Effectiveness	Pearson Correlation	0.78**	1	
	Sig. (2-tailed)	0.02.		
	N	513	513	

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

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 4 above showed a significant relationship between effective communication practice and teachers' effectiveness in public secondary schools in Anambra State with 'r'=0.78** and n=513 and p-value = 0.02. Since p-value (0.02) is less than 0.05, the study rejects the null



hypothesis and do not reject the alternative hypothesis that there is a significant relationship between effective communication practice and teachers' effectiveness in public secondary schools in Anambra State.

Discussion of Findings

Findings from the study on the relationship between time management practices and teachers' effectiveness in Public Secondary Schools in Anambra State showed a low positive and significant relationship between time-management practices and teachers' effectiveness in public secondary schools in Anambra State, Nigeria. The findings are in consonance with the study of Bala et.al (2024) which found that the time if properly management would lead to the teachers' effectiveness. Also, the research showed that proper planning and organizing of activities by an organization can lead to achieving its objectives and hence lead to higher productivity and development. These findings are in consonance with the study of Olivo (2021) whose findings revealed that classroom teaching got the greatest number of time allotment among the teachers, and teachers' time management strategies ranged from using the internet for their needs in teaching to listing important tasks for the day to planning before classes start and working overtime at home to do task, These findings are as a result of teachers agreeing that they made use of that time allocated to classroom actual teaching, attending to students' matters, developing instructional

materials, developing assessment tools, setting priorities of the day around the most important task, for marking assignment meeting with superior, for counseling students, planning in the short run for the day to a day activities, writing a task to accomplish each day, setting priorities of the day around the most important task and using the time for marking assignment. Time management has helped in a form of self-management with a clear emphasis on time in understanding what activities to do; how to do them more efficiently; in what time it should be done and when is the correct time to the particular activity and thus increased teachers' effectiveness.

Findings from the study on relationship between communication practice and teachers' effectiveness in Public Secondary Schools in Anambra state showed a high positive and significant relationship between communication practices and teachers' effectiveness. These findings are in consonance with the findings of Ganagana and Anero (2015) whose findings showed that the use of effective communication by teachers in classroom management in schools, help to maintain a high standard behaviour in class. Also, in consonance with the finding of Oding and Mutrofin (2017), who found that principal's



communication skills and quality of leadership significantly affected teachers' job satisfaction. Also in consonance with the findings of Al Hajar (2016) whose study revealed that a significant relationship existed between principal-teachers' communication practices and teachers' job satisfaction. These findings were as a result of teachers agreeing that communication practices involves pronouncing words clearly so that they are understood first time, speaking at an appropriate volume level, having direct eye contact when speaking to people, uses open questions to find out facts, looking at people when listening to them, using proper channel to disseminate information to teachers, giving clear information on instructions, passing information to students at appropriate time, speaking face to face in a concise way so that students can easily understand teachers and talking at a speed which enables students to understand what they are saying, Positive staff relationships form when teachers feel appreciated, and their strengths are acknowledged. Honest conversations must occur between teachers and administrators. The teacher's ability to communicate effectively is the essential classroom strategy that created a strong partnership between the teacher and students. This partnership contributed to the increased teachers' effectiveness.

Conclusion

While time management practices exhibit a low positive relationship with teachers' effectiveness in public secondary schools in Anambra State, effective communication plays a more significant role in enhancing teaching outcomes. Improving communication strategies between teachers and students greatly enhance instructional delivery and classroom engagement. Strengthening both time management and communication practices would contribute to better classroom management, thereby improving teachers' effectiveness and student learning experiences.

Recommendations

The following recommendations were made from the findings of this study:

1. Teacher must manage time by prioritizing responsibilities and activities according to their importance so as to deal with the important ones first so that they are neither over-burden nor under-burden.
2. Teachers must ensure that interaction in the spoken language is clear, standard and written language is legible to effectively communicate feelings, ideas and thoughts to students in the classroom.



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