

Correlates of Teachers' Classroom Management Practices on the Academic Achievement of Secondary School Students in Social Studies in Oyigbo Local Government Area of Rivers State

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Abstract

This study examined correlates of teachers' classroom management practices on the academic achievement of secondary school students in social studies in Oyigbo L.G.A, Rivers State. Correlational research design was adopted for the study. Three research questions and three null hypotheses guided the study. The population of the study comprised of 5,000 students in public secondary schools and 350 teachers making a total of 5,350 for the study in Oyibo LGA. The sample size of study consisted of 400 respondents, using Taro Yamane method through simple random sampling technique. The instruments for data collection were a self-structured questionnaire titled "Teachers Classroom Management Practices Scale" (TCMPS) and "Social Studies Achievement Test" (SSAT). The reliability of the instruments was estimated using Crombach Alpha for a measure of internal consistency which yielded 0.75 and 0.79 reliability co-efficient. Pearson's Product Moment Correlation was used to answer the research questions and test of hypotheses at 0.05 level of significance. The study revealed that classroom management practices play a significant role in enhancing academic achievement among secondary school social studies students, factors hindering effective classroom management practices significantly impact the academic achievement of secondary school social studies students and there is a strongly support on the effectiveness of the implemented measures in enhancing classroom management practices among secondary school teachers in Oyibo Local Government Area of Rivers State. Based on the findings, it was recommended that Teachers should establish clear expectations for behaviour in the classroom and reinforce positive behaviour for a better academic achievement. Schools should organize regular workshops, seminars, and training sessions for teachers to improve classroom management skills

Keyword: Classroom Management Practices, Effective Teaching Academic Achievement,

Introduction

In the realm of education, effective classroom management plays a pivotal role in shaping the academic outcomes of students. Nigeria, like many other countries, grapples with the challenge of ensuring that teachers employ appropriate classroom management practices to foster conducive learning environments. Classroom management encompasses a diverse range of strategies and techniques employed by teachers to create an environment conducive to learning, maintain discipline, and promote student engagement. Its significance lies in its potential to optimize the learning experience, leading to enhanced academic achievement. The interplay between teachers' management practices and students' academic outcomes has been a subject of extensive research globally, and its implications are particularly significant in Nigeria's educational landscape. To understand the correlates of classroom management practices on academic achievement, it is imperative to examine the multifaceted aspects that influence both

domains. Ogunlade and Oladipo (2016) have emphasised the importance of effective classroom management techniques such as establishing clear expectations, utilizing positive reinforcement, and implementing appropriate disciplinary measures. They further argue that these practices contribute to a conducive learning environment, thereby fostering academic success. Moreover, the role of teacher-student relationships cannot be overstated. Adequate interpersonal interactions between teachers and students have been associated with improved academic performance (Adeniji, 2018). In Nigeria, where cultural nuances and societal dynamics influence classroom dynamics, fostering positive teacher-student relationships is crucial for effective management and academic achievement. Furthermore, the socio-economic background of students significantly influences their academic achievement. Adebowale and Adeyemo (2020) highlighted the correlation between students' socio-economic status and their academic achievement, suggesting that teachers must adopt differentiated approaches to accommodate diverse student needs. In Nigeria, where economic disparities are pronounced, understanding the socio-economic context is vital for implementing equitable classroom management practices. Additionally, the utilization of technology in classroom management has gained prominence in contemporary educational discourse. Scholars like Akinyemi et al. (2019) emphasized the potential of technology-enhanced management systems to streamline administrative tasks, enhance communication, and facilitate personalized learning experiences. However, the integration of technology must be tailored to the Nigerian context, considering infrastructural limitations and resource disparities across regions. Adeyemi and Ogunleye (2019) noted the importance of employing interactive teaching methods, such as cooperative learning and group discussions, to engage social studies students actively. Furthermore, Adedoyin (2020) highlighted the significance of incorporating technology into classroom activities to enhance student participation and understanding. These scholars advocate for a student-centered approach that fosters critical thinking and problem-solving skills, ultimately leading to improved academic achievement. Olatoye (2018) identified several factors that impede effective classroom management and academic achievement in secondary school social studies, including large class sizes, inadequate resources, and lack of teacher training in classroom management techniques. Additionally, Owoye (2017) highlighted the influence of student behaviour problems, such as disobedience and aggression, on disrupting the learning environment. These scholars underscore the need for addressing both external and internal factors to promote effective classroom management. To address the challenges of classroom management, scholars like Adekola (2021) proposed implementing professional development programs for teachers focused on classroom management strategies. Adeleke (2019) suggested the establishment of mentorship programs where experienced teachers can guide and support novice educators in managing their classrooms effectively. Moreover, Ogunnaike (2020) reported the importance of creating conducive learning environments through effective communication and positive reinforcement techniques. The academic achievement of secondary school students is a pivotal aspect of their educational journey, shaping their future opportunities and success. As educators, policymakers, and researchers continue to explore avenues to enhance student learning outcomes, understanding the factors contributing to academic achievement remains paramount. Achievement in secondary education not only reflects students' mastery of curriculum content but also signifies their development of critical thinking skills, problem-solving abilities, and capacity for lifelong learning (Obiakor, 2018). Moreover, academic success in secondary school serves as a foundation for higher education pursuits and eventual entry into the workforce, influencing individuals' socioeconomic trajectories. Numerous factors influence students' academic achievement, encompassing both individual and environmental elements. These may include socioeconomic status, parental involvement, school resources, teaching quality, peer influence, motivation, and personal

attributes such as self-discipline and resilience. Understanding the interplay of these factors is essential for designing effective interventions to support student success (Oginni, 2020). The academic achievement of secondary school students holds broader implications for society, impacting workforce productivity, economic competitiveness, and social mobility. Addressing disparities in educational outcomes and fostering an environment conducive to learning is not only a moral imperative but also essential for building a more equitable and prosperous society (Obidike, 2017). In addition, this study tends to examine the correlates of teachers' classroom management practices and academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State.

Statement of the Problem

Teaching is one of the indispensable tools for human positive life direction through inculcation of appropriate skills, knowledge and attitude; however, it has been witnessing a lot of mediocrity and ineffectiveness in its activities. This is due to lack of classroom management training experience, which have resulted to poor academic achievement of students. In this study, it was observed that most teachers that are into teaching profession do not possess the classroom management quality and this in no small measure affects their conduct and effectiveness towards their day-to-day career functions as a teacher in classroom. On the other hand, some of the trained teachers in some schools exhibit non-professionalism in their performance as teachers due poor experience. Effective class management is very important as this enhances academic achievement of secondary school students. Therefore, the study intends to examine correlates of teachers' classroom management practices and academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State.

Aim and Objectives of the Study

The main of this study is to examine the correlates of teachers' classroom management practices and academic achievement of secondary school students in social studies in Oyibo Local Government Area of Rivers State. Specifically, the study sought to:

- 1) Examine classroom management practices and academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State.
- 2) Find out the factors hindering effective classroom management practices and academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State.
- 3) Ascertain the possible measures that can be put in place to enhance the various teachers' classroom management practices in secondary school in Oyibo Local Government Area of Rivers State.

Research Questions

The following research questions guided the study:

- 1) To what extent does classroom management practices relate to academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State?
- 2) To what extent does factors hindering effective classroom management practices relate to academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State?
- 3) What are the possible measures that can be put in place to enhance the various teachers' classroom management practices in secondary school in Oyibo Local Government Area of Rivers State?

Hypotheses

The following null hypotheses guided the study:

- 1 Classroom management practices do not significantly relate to academic achievement of Social studies students in Oyibo Local Government Area of Rivers State.
- 2 The various factors hindering effective classroom management practices does not significantly relate to academic achievement of Social studies students in Oyibo Local Government Area of Rivers State.
- 3 The possible measures put in place to enhance the various teachers' classroom management practices do not significantly relate to academic achievement of Social Studies students in Oyibo Local Government Area of Rivers State.

Literature Review

Classroom Management Practices

Classroom management is a critical aspect of teaching that significantly impacts the learning environment, student behavior, and academic achievement. In Nigeria, as in many other parts of the world, educators face diverse challenges in managing classrooms effectively. However, through research and practice, Nigerian scholars have contributed valuable insights into effective classroom management strategies.

Establishing a Positive Classroom Climate

Creating a positive classroom climate is foundational to effective management. Boyo (2018) emphasized the importance of building rapport with students to foster a conducive learning environment. This involves showing genuine care for students' well-being, acknowledging their cultural backgrounds, and promoting mutual respect between teachers and learners. Additionally, Ogunleye (2019) underscored the significance of clear communication and consistent enforcement of rules in maintaining order and discipline. By establishing clear expectations from the outset, teachers can minimize disruptions and promote a sense of responsibility among students.

Implementing Engaging Instructional Strategies

Effective classroom management goes hand in hand with engaging instructional practices. Okeke (2020) highlighted the importance of using varied teaching methods to cater to diverse learning styles. Incorporating activities such as group work, hands-on projects, and multimedia resources not only sustains students' interest but also reduces behavior problems associated with boredom and disengagement. Moreover, Babatunde (2017) emphasised the significance of differentiation, urging educators to adapt their teaching approaches to accommodate students with varying abilities and backgrounds. By providing appropriate scaffolding and support, teachers can ensure that all learners are actively involved in the learning process.

Promoting Positive Behaviour Management Techniques

Addressing student behavior effectively is a critical aspect of classroom management. Mohammed (2016) advocated for the use of positive reinforcement strategies to motivate desired behaviors. By praising students for their efforts, providing incentives for good behavior, and utilizing nonverbal cues such as proximity and eye contact, teachers can create a supportive atmosphere conducive to learning. Additionally, Adeyemi (2018) emphasised the importance of conflict resolution skills in managing interpersonal conflicts among students. Teaching students' strategies for peaceful resolution of disputes fosters a sense of responsibility and cooperation, ultimately contributing to a harmonious classroom environment.

The study of Ogunniyi (2019) found that implementing cooperative learning structures positively impacts the academic achievement of secondary school social studies students in Nigeria. Cooperative learning fosters collaboration, communication, and critical thinking among students, thereby enhancing their understanding of social studies concepts. By working together in groups, students engage actively with course content, leading to improved academic performance. Cooperative learning also promotes social interaction and peer support, contributing to a positive classroom atmosphere conducive to learning. Recent study conducted by Adeoye and Olatoye (2021) indicated that integrating technology-assisted instruction into social studies classrooms significantly improves academic achievement among secondary school students in Nigeria. Utilizing educational technologies such as multimedia presentations, interactive simulations, and online resources enhances student engagement and comprehension of social studies topics. Technology facilitates personalized learning experiences, catering to diverse student needs and learning styles. Additionally, the use of technology fosters students' digital literacy skills, preparing them for the demands of the 21st-century workforce

Factors Hindering Effective Classroom Management Practices

Classroom management is an essential component of effective teaching and learning processes. It involves various strategies and techniques employed by educators to create and maintain a conducive learning environment. However, in Nigeria, like many other countries, several factors hinder the implementation of effective classroom management practices are:

Overcrowded Classrooms: One of the significant challenges faced by educators in Nigeria is overcrowded classrooms. With limited resources and a growing population, many schools struggle to accommodate the increasing number of students. Abdullahi (2018) said that overcrowded classrooms make it difficult for teachers to maintain discipline and provide individual attention to students. The noise and chaos in overcrowded classrooms disrupt the learning process, leading to poor academic performance and behavioral problems.

Inadequate Infrastructure: Another factor that hinders effective classroom management is the lack of adequate infrastructure in schools. Many schools in Nigeria lack basic facilities such as desks, chairs, and teaching materials. Adeyemi and Adeyinka (2019) agreed that the absence of proper infrastructure affects the physical environment of the classroom, making it challenging for teachers to organize and control student activities effectively. Moreover, inadequate infrastructure contributes to student disengagement and frustration, further exacerbating classroom management issues.

Limited Teacher Training: Effective classroom management requires specific skills and strategies that are often overlooked in teacher training programs. Many educators in Nigeria receive insufficient training in classroom management techniques, leading to ineffective practices in the classroom. Ogunsaju (2020) noted that lack of professional development opportunities for teachers hinders their ability to implement effective discipline strategies and maintain a positive learning environment. Without adequate training, teachers struggle to manage student behavior and address classroom disruptions effectively.

Socioeconomic Factors: Socioeconomic factors also play a significant role in hindering effective classroom management practices in Nigeria. Students from disadvantaged backgrounds may face various challenges outside the classroom, such as poverty, violence, and family issues, which can impact their behavior and academic performance. Okeke and Nweze

(2017) stated that teachers often lack the resources and support to address the underlying issues that contribute to student misbehavior. As a result, classroom management becomes more challenging in environments affected by socioeconomic disparities.

Lack of Parental Involvement: Parental involvement is crucial for supporting effective classroom management practices. However, in many cases, parents in Nigeria are not actively engaged in their children's education due to various reasons such as illiteracy, poverty, or apathy. Obiakor and Ukpokodu (2019) supported that lack of parental involvement contributes to student indiscipline and academic underachievement. Without the support of parents, teachers struggle to establish consistent expectations and reinforce positive behavior in the classroom. The study of Oluwole (2017) highlighted that indiscipline among students poses a significant challenge to effective classroom management. Factors such as lack of respect for authority, disobedience, and disruptive behavior disrupt teaching and learning processes. This finding underscores the importance of fostering discipline within the classroom environment to facilitate effective management. Adepoju (2019) study also emphasised that inadequate training of teachers in classroom management techniques contributes to ineffective management practices. Many teachers lack sufficient pedagogical skills to handle diverse classroom situations, leading to difficulties in maintaining order and fostering a conducive learning environment. A study by Afolabi and Ogunsola (2018) found that students from low socioeconomic backgrounds tend to have lower academic achievement in social studies. Factors such as poverty, inadequate access to educational resources, and family instability contribute to disparities in academic performance among students. Nwanji and Adigwe (2019) revealed that the use of traditional and outdated pedagogical approaches in teaching social studies limits students' academic achievement. Employing innovative and student-centered teaching methods is crucial for enhancing students' understanding and retention of social studies concepts.

Possible Measures that can be put in Place to Enhance the Various Teachers' Classroom Management Practices

Effective classroom management is crucial for creating an environment conducive to learning. In Nigeria, like in many parts of the world, educators face challenges in maintaining discipline, engaging students, and fostering a positive learning atmosphere. However, with strategic measures and the integration of contemporary pedagogical techniques, teachers can enhance their classroom management practices.

Professional Development and Training

Nigerian educators can benefit from ongoing professional development programmes focusing on classroom management strategies. Adequate training can equip teachers with the necessary skills to handle diverse student behaviors effectively. Ojo (2018) emphasised the importance of continuous professional development for teachers in enhancing classroom management practices. Workshops, seminars, and peer collaboration sessions can provide educators with valuable insights into effective discipline techniques, conflict resolution strategies, and methods for promoting student engagement.

Implementation of Positive Behavior Support Systems

Integrating positive behavior support systems in schools can significantly improve classroom management. Adeyanju (2017) recorded the importance of promoting positive behaviors through reinforcement and encouragement. Establishing clear expectations, acknowledging and rewarding desired behaviors, and implementing consistent consequences for negative

behaviors can create a conducive learning environment. Collaborative efforts involving teachers, administrators, students, and parents are essential for the successful implementation of positive behavior support systems.

Utilization of Technology Tools

Incorporating technology tools can streamline classroom management processes and enhance student engagement. Oluwagbemi (2019) highlighted the benefits of utilizing technology for behavior monitoring and communication with students and parents. Platforms such as classroom management apps, digital gradebooks, and communication portals facilitate efficient tracking of student progress, timely feedback delivery, and parent-teacher communication. By leveraging technology, educators can optimize instructional time and address behavioral issues promptly.

Cultivation of Positive Teacher-Student Relationships

Building positive relationships with students is fundamental to effective classroom management. Adeoye (2016) emphasised the significance of creating a supportive and respectful classroom culture. Teachers should strive to establish rapport, demonstrate empathy, and show genuine interest in their students' well-being. By fostering positive teacher-student relationships, educators can enhance student motivation, minimize disruptive behaviors, and promote academic success.

Implementation of Restorative Practices

Restorative practices offer an alternative approach to traditional disciplinary methods, focusing on repairing harm and restoring relationships. Ola (2020) identified restorative practices as a promising strategy for improving classroom management and fostering a sense of community. Through restorative circles, peer mediation, and conflict resolution techniques, educators can empower students to take ownership of their actions, resolve conflicts constructively, and develop empathy and social-emotional skills. Ogunyemi and Oluwole (2019) study concluded that professional development programs tailored to classroom management significantly improve teachers' skills and confidence. Ajiboye (2017) found that teachers who engaged in ongoing training exhibited improved classroom management practices, leading to better student engagement and academic performance. Omoogun and Ekanem (2018) observed that implementing restorative approaches led to decreased instances of disruptive behavior and improved relationships between teachers and students. A study by Adeyemi and Olufunke (2020) highlighted that integrating restorative techniques into classroom management resulted in fewer instances of student misconduct and increased cooperation among peers.

Academic Achievement

Social studies are a foundational subject in secondary education, aiming to equip students with knowledge and skills essential for understanding societal issues, citizenship, and global perspectives. Assessing the academic achievement of secondary school students in social studies is crucial for evaluating the effectiveness of teaching methods, curriculum, and learning outcomes. Amosun (2019) revealed the significance of teacher quality, classroom environment, and student engagement in enhancing academic performance. Her research highlighted the importance of interactive teaching methods, such as group discussions and experiential learning activities, in fostering deeper understanding and retention of social studies concepts. Akande (2021) investigated the impact of incorporating digital resources, such as educational apps and multimedia presentations, into the social studies curriculum. His findings suggested

that technology-enhanced learning experiences not only increased student engagement but also facilitated access to diverse learning materials, thereby improving academic performance. Ezeanya-Esiobu (2020) conducted a longitudinal study that analyzed the correlation between family background, economic status, and educational outcomes. Her research highlighted the disparities in academic achievement among students from different socio-economic backgrounds and underscored the need for targeted interventions to address inequality in education. Nwosu (2022) conducted an experimental study comparing the outcomes of traditional lecture-based instruction with inquiry-based learning approaches. His research demonstrated that inquiry-based methods, which encouraged active participation and inquiry-driven exploration, were more effective in fostering critical thinking and improving academic achievement in social studies.

Methodology

The study adopted a correlational research design. The population of the study comprised of 5,000 students in public secondary schools and 350 teachers making a total of 5,350 for the study in Oyibo Local Government Area of Rivers state. The sample of the study consisted of 400 respondents, using Taro Yamane method to determine the sample size. Simple random sampling technique was employed for the study. The instruments for data collection were self-structured instruments titled "Teachers Classroom Management Practices Scale" (TCMPS) and "Social Studies Achievement Test" (SSAT). The instruments were validated by two experts in measurement and evaluation. The reliability of the instruments was obtained using Crombach Alpha which yielded 0.75 and 0.79 reliability co-efficient respectively. Pearson's Product Moment Correlation was used to answer the research questions and test null hypotheses at 0.05 level of significance.

Results and Discussion

Research Question One: To what extent does classroom management practices relate to academic achievement of secondary school students in Social Studies in Oyibo Local Government Area of Rivers State?

Hypothesis One: Classroom management practices do not significantly relate to academic achievement of Social Studies Students in Oyibo Local Government Area of Rivers State.

Table 1: Pearson's Product Moment Correlation Results of Classroom Management And Academic Achievement of Secondary School Students in Social Studies

Variables	N	α	r-value	p-value	Decision
Classroom Management	400	.05	.790	.000	Significant
Academic Achievement					

Table 1 presents Pearson's Product Moment Correlation results of classroom management practices and academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State. The results reveal r-value of .790 with its corresponding p-value of $.000 < 0.05$ the chosen level of significance. This shows a strong positive relationship between classroom management practices and academic achievement of Social Studies students in Oyibo Local. This result also indicates that to a very high extent classroom management practices relate to academic achievement of Social Studies students. Again, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that Classroom management practices significantly relate to

academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State

Research Question Two: To what extent does factors hindering effective classroom management practices relate to academic achievement of secondary school students in Social studies in Oyibo Local Government Area of Rivers State?

Hypothesis Two: The various factors hindering effective classroom management practices does not significantly relate to academic achievement of secondary school students in Social Studies in Oyibo Local Government Area of Rivers State

Table 2: Pearson's Product Moment Correlation Results of Factors Hindering Effective Classroom Management and Academic Achievement of Social Studies Students

Variables	N	α	r-value	p-value	Decision
Factors Hindering Classroom management	400	0.05	-.290	.012	Significant
Academic Achievement					

Table 2 presents Pearson's Product Moment Correlation results of factors hindering effective classroom management practices and academic achievement of secondary school students in Social studies in Oyibo Local Government Area. The results reveal r-value of -.290 with its corresponding p-value of .012<0.05 the chosen level of significance. This shows a weak negative relationship between classroom management practices and academic achievement of secondary school students in Social studies in Oyibo L.G.A of Rivers State. This result also indicates that to a very low extent factors hindering classroom management practices relate to academic achievement of Social studies students. Again, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that factors hindering classroom management practices significantly relate to academic achievement of secondary school students in Social Studies students in Oyibo Local Government Area of Rivers State

Research Question Three: What are the possible measures that can be put in place to enhance the various teachers' classroom management practices in academic achievement of secondary school students in Social Studies in Oyibo Local Government Area of Rivers State?

Hypothesis Three: The possible measures put in place to enhance teachers' classroom management practices do not significantly relate to academic achievement of secondary school students in Social Studies Oyibo Local Government of Rivers State.

Table 3: Pearson's Product Moment Correlation Results of Measures Put in Place to Enhance Teachers' Classroom Management and Academic Achievement of Social Studies Students

Variables	N	α	r-value	p-value	Decision
Measure to Enhance Teachers Classroom Management	400	0.05	.705	.000	Significant
Academic Achievement					

Table 3 presents Pearson's Product Moment Correlation results of possible measures put in place to enhance teachers' classroom management practices and academic achievement of secondary school students in Social Studies in Oyibo Local Government of Rivers State. The

results reveal r-value of .705 with its corresponding p-value of $.000 < 0.05$ level of significance. This shows a positive relationship between measures that can be put in place to enhance teachers' classroom management practices and academic achievement of secondary school students in Social Studies in Oyibo Local Government Area of Rivers State. This result also indicates that to a very high extent measures to enhance teachers' classroom management relate to academic achievement of secondary school students in Social Studies. Again, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that measures to enhance teachers' classroom management significantly relate to academic achievement of Social Studies students in Oyibo Local Government Area of Rivers State

Discussion of Findings

Table 1 indicates significant enhancement between classroom management practices and academic achievement of secondary school students in social studies in Oyibo Local Government. Classroom management practices play a significant role in enhancing academic achievement among secondary school students. The finding of the research is in agreement with the study of Ogunniyi (2019) who found that implementing cooperative learning structures positively impacts the academic achievement of secondary school social studies students in Nigeria. Cooperative learning fosters collaboration, communication, and critical thinking among students, thereby enhancing their understanding of social studies concepts. By working together in groups, students engage actively with course content, leading to improved academic performance. Cooperative learning also promotes social interaction and peer support, contributing to a positive classroom atmosphere conducive to learning. Recent study, such as that conducted by Adeoye and Olatoye (2021) indicated that integrating technology-assisted instruction into Social studies classrooms significantly improves academic achievement among secondary school students in Nigeria. Utilizing educational technologies such as multimedia presentations, interactive simulations, and online resources enhances student engagement and comprehension of social studies topics. Technology facilitates personalized learning experiences, catering to diverse student needs and learning styles. Additionally, the use of technology fosters students' digital literacy skills, preparing them for the demands of the 21st-century workforce. In Table 2, the result suggests that the factors considered for classroom management practices relate to academic achievement among secondary school students in social studies in Oyibo Local Government Area of Rivers State. It revealed that the factors hindering effective classroom management practices significantly relate to academic achievement of secondary school social studies students in Oyibo Local Government Area of Rivers State. This finding is in agreement with the study of Oluwole (2017) who highlighted that indiscipline among students poses a significant challenge to effective classroom management. Factors such as lack of respect for authority, disobedience, and disruptive behavior disrupt teaching and learning processes. This finding underscores the importance of fostering discipline within the classroom environment to facilitate effective management. Adepoju (2019) study also emphasized that inadequate training of teachers in classroom management techniques contributes to ineffective management practices. Many teachers lack sufficient pedagogical skills to handle diverse classroom situations, leading to difficulties in maintaining order and fostering a conducive learning environment. A study by Afolabi and Ogunsola (2018) found that students from low socioeconomic backgrounds tend to have lower academic achievement in social studies. Factors such as poverty, inadequate access to educational resources, and family instability contribute to disparities in academic performance among students. Nwanji and Adigwe (2019) studies revealed that the use of traditional and outdated pedagogical approaches in teaching social studies limits students' academic

achievement. Employing innovative and student-centered teaching methods is crucial for enhancing students' understanding and retention of social studies concepts.

Result obtained from Table 3 indicated that the suggested measures have a strong positive relationship with academic achievement of secondary school students in Oyibo Local Government Area of Rivers State. This result is in line with the studies of Ogunyemi and Oluwole (2019) who revealed that professional development programs tailored to classroom management significantly relate with student's performance and confidence. In support, the study of Ajiboye (2017) found that teachers who engaged in ongoing training exhibited improved classroom management practices, leading to better student engagement and academic performance. Furthermore, study of Omoogun and Ekanem (2018) in line with the present study observed that implementing restorative approaches led to decreased instances of disruptive behavior and improved relationships between teachers and students. Again, a study by Adeyemi and Olufunke (2020) supported that integrating restorative techniques into classroom management results in increased cooperation among peers.

Conclusion

Based on the findings, the study concluded that classroom management practices play a significant role in enhancing academic achievement among secondary school students in Social Studies. Factors hindering effective classroom management practices significantly relates to academic achievement of secondary school social students in studies and there is a strongly support on the effectiveness of the implemented measures in enhancing classroom management practices among secondary school teachers in Oyibo Local Government Area of Rivers State.

Recommendations

Based on the findings, it was recommended that:

1. Teachers should establish clear expectations for behaviour in the classroom and reinforce positive behaviour for greater academic achievement.
2. Schools should organize regular workshops, seminars, and training sessions for teachers to enhance their classroom management skills.
3. Schools should encourage collaboration among teachers by facilitating discussions focused on sharing effective classroom management strategies and addressing common factors and challenges hindering effective classroom management.

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