Influence of Classroom Management Practices on Students' Academic Achievement in Public Senior Secondary Schools in Bauchi State

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ABSTRACT

The performance of learners in public senior secondary schools in Bauchi State has consistently been low for a long time. There are many factors that may have contributed to the low performance in the State. However, the influence of classroom management practices on the students` academic performance is a matter that has not been given attention. The study sought to assess the influence of the classroom management practices on the learners' academic achievements in public senior secondary schools in Bauchi State. The specific objectives for the study were; to assess the influence of classroom management on students' academic achievement; to find out how instructional supervision affects students' academic achievement. The target population for the study was 11 public senior secondary Schools, 206 principals and teachers. Out of the number 31 principals and teachers were sampled using stratified random sampling. To be ensure the validity of the instruments, both face and content validity was used. A reliability of 0.67 and 0.69 was obtained with the teachers` questionnaire. Data was collected by use of structured questionnaire. Data was grouped, coded, cleaned and analyzed using SPSS version 21. Descriptive analysis was used to analyze the teachers' questionnaire. The study established that classroom management practices had an impact on learner's academic achievement in teaching methodologies and therefore leading to little impact on the learners' achievement. Instructional supervision done by principals brought a positive impact towards learner's achievement as this can make sure that teachers were able to complete the class syllabus. Most of the principals did not employ walking in class method during lessons to ascertain whether what was in the schemes was taught in the classes. This study recommends that classroom discipline management practices should be enhanced in order to realize better results, principals should go beyond just the normal checking of schemes, attendance register and do impromptu visits in classes to ensure that, what is in the schemes is being followed in the classrooms.

Introduction

Classroom management has proved to be a plaguing aspect of the teaching and learning process over the recent past. This singles kill has heavily contributed to the teacher stress and burn out, overall teacher self-efficacy student achievement and teacher performance in the classroom. Effective classroom management requires more than actions taken to create and maintain a learning environment conducive to successful instruction. Because it is a complex social, psychological, and emotional process, involving interactions and relationships between teachers and students (Pianta, 2006), classroom management also includes establishing personal relationships with students and working within them (Brophy, 2006). A major theme of classroom management research is that teachers who are effective classroom managers demonstrate an ethos of warm demander that is teachers signify to all that they care for their students and simultaneously hold high expectations for their academic, social, and overall continued success (Pool and Everston, 2013).

Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson and Weinstein, 2006).Procedures that structure the classroom environment, encourage appropriate behavior, and reduce the occurrence of inappropriate behavior are necessary for strong classroom management (Evertson, Emmer, Sanford, and Clements, 1983).Classroom management is seen as the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn to learning objectives, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will as a result, improve the quality of students' performance (Wisetrinthong, Sirisuthi and Weangsamoot, 2012).

School administrators report classroom management is their greatest concern regarding new and struggling teachers (Nixon, Packard,and Douvanis, 2010).Particularly in the middle school years (ages12-14), classroom management should balance the needs of teachers and their adolescent learners, enabling students to take personal responsibilities that lead to self-discipline and improved well-being (Chafouleas, Hagermoser Sanetti, Jaffery, and Fallon, 2012).Classroom management by teachers is accorded a lot of significance in America. However, although most teacher education programs now require some form of training in classroom management, there are some states that do not require any instruction in classroom management (Clement, 2010; Windshcitl, 2005). School districts across the country have also noticed the problem and have implemented mentoring programs for new teachers (Barrera, Braley and Slate, 2010). Beginning teachers cite classroom management as one of their most serious challenges. School administrators indicate poor classroom management as a major reason for low academic achievements (Savage and Savage, 2009).

Teachers must establish order, engage students, or elicit their cooperation' in order to create a classroom environment in which students learn, and which the teacher can manage. The importance of classroom management is widely documented, indicating that teacher's effective managing of student's behavior and learning is critical to achieving positive educational outcomes (Evertson and Weinstein, 2006).

Objectives of the Study

The objectives of this study was to determine the influence of classroom management Practices on student's academic achievement in public senior secondary Schools of Bauchi state. The specific objectives are as follows: -

1. If there is any significant difference between classroom management and students' academic achievement in senior secondary schools of Bauchi state.
2. If there is any significant difference between instructional supervision and students' academic achievement in public senior secondary Schools of Bauchi state.

Methodology

The design used by the researcher in this study was the descriptive survey. The study design is concerned primarily with studying a phenomenon as it is (Kothari 2004). Descriptive Surveys are excellent vehicles for collecting original data for the purpose of studying the predictors of a phenomenon in a very large population. Using this design, a large population was studied with only a portion of the population being used to provide the required data.

Questionnaires was used as an instrument for data collection i.e teachers and students. The questionnaires each contains two sections, section A contain demographic information of the respondents while section B contain sub-sections of A and B respectively. Section A contains items of classroom management and student`s Academic Achievement. Section B contains items on Instructional supervision and students' Academic Achievement. These instruments were used to collect both qualitative and quantitative data as closed ended questions. In this questions, Responses categories were provided and respondents only needed to select a particular answer or answers. The questions in the instruments addressed each study objective in separate sections.

Results

Research Question One: Is there any significant difference between classroom management and students' academic achievement in public senior secondary Schools of Bauchi state?

Table 1: Teachers influence on Classroom Management and Students` Academic Achievement.

SN	Research Items	SA	A	N	D	SD
1.	Canning of learners greatly improves their commitment in class which improves their academic achievement.	6 (26.0%)	8 (34.78%)	3 (13.04)	3 (13.04%)	3 (13.04%)
2.	Suspending deviant learners improves learners academic achievement by eliminating sources of lesson distraction for other learners.	2 (8.70%)	7 (30.43%)	3 (13.04)	9 (39.13%)	2 (8.70%)

3.	Removing learners who interrupt lesson and making them stand outside the class improves silence and learning which translates in to better academic achievement.	6 (26.09%)	4 (17.39%)	2 (8.70%)	8 (34.78%)	3 (13.04%)
4.	Ensuring that deviant learners do not sit in the same place in class eliminates avenues of interruption, improving their concentration and participation during lessons hence Improving their achievement.	13 (56.52%)	4 (17.39%)	0 (0%)	2 (8.70%)	4 (17.39%)
5.	Using different instructional methods during lessons assists in enhancing learning and academic achievement of learners.	16 (69.57%)	6 (26.09%)	1 (4.35%)	0 (0%)	0 (0%)
6.	Appointing a prefect helps in controlling deviant behaviors in case of teachers absence increases notes revision among learners which eventually improves their academic achievement.	15 (65.22%)	6 (26.09%)	2 (8.70%)	0 (0%)	0 (0%)

Source: Field Work, 2022

From table 1 above, reveals that majority of teachers at 26.09% and 34.78% strongly agreed (SA) and agreed (A) that canning of learners greatly improves their commitment in class which improves their academic achievement. The teachers were of the view that the introduction of the policy guidelines by the Ministry of Education impacted negatively on discipline of students in class. A smaller number of teachers were partly neutral, disagreed and strongly disagreed that canning can instill discipline. This is at the rate of 13.04% each. The responses of the teachers strongly agreed, agreed and neutral that suspending deviant learners improves learner's academic achievement by eliminating sources of lesson distraction for other learners. This was at the rate of 8.70%, 30.43% and 13.04%. The high number of teachers who disagreed may be as a result of feeling that suspending students wasted their time of study and made significant loopholes in creating bad relationship among teachers and students. However, 39.13% and 8.70% of teachers disagreed and strongly disagreed that suspension could instill discipline. This contradicts the above feeling on teachers as the percentage that agreed is relatively higher. On Removing learners who interrupt lesson and making them stand outside the class to instill discipline produced 26.09%, 17.39% and 8.70% of those teachers who strongly agree, agree and neutral, 34.78% and 13.04% of teachers strongly disagreed and disagreed. On Ensuring that deviant learners do not sit in the same place in class to instill discipline reveals that 56.52%, 17.39% and 0%

strongly agreed, agreed and neutral while 8.70% and 17.39% disagreed and strongly disagreed. On using different instructional methods during lessons to assist in enhancing learning and academic achievement of learners revealed that,69.57%, 26.09% and 4.34% strongly agreed, agreed and neutral, 0% disagreed and strongly disagreed. On appointing a prefect to help in controlling deviant behaviors in case of teacher's absence revealed that,65.22%, 26.09% and 8.70% was strongly agreed, agreed and neutral and, 0% disagreed and strongly disagreed.

Research Question Two: If there is any significant difference between instructional supervision and students' academic achievement in public senior secondary Schools of Bauchi state.

Table 2: Instructional Supervision and Students` Academic Achievement in Public senior Secondary Schools.

SN	Items	SA	A	N	D	SD
1.	Walking during lessons by the principals ensures that teachers areal ways present in classes during lessons which improve learners achievement in exams	1 (4.35)	6 (26.09)	6 (26.09)	6 (26.09)	4 (17.39)
2.	Reviewing teachers working schemes by principals ensures that they cover entire syllabus hence learners are able to gain all the needed information, hence Pass their exams	8 (34.78)	8 (34.78)	4 (17.39)	3 (13.04)	1 (4.35)
3.	Reviewing learner's notes enables principals to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhance teachers lesson delivery and eventual improved academic achievement of learners.	9 (39.13)	6 (26.09)	5 (21.74)	2 (8.70)	0 (0)
4.	Reviewing teacher/learner class attendance register enables the principal to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement among learners	14 (60.87)	7 (30.43)	2 (8.70)	0 (0)	0 (0)
5.	Reviewing teachers and learners school attendance allows the principals to curtail absenteeism, hence ensuring that everyone is alway sin school and ready to teach and learn which improves learners academic achievement	17 (73.91)	6 (26.09)	0 (0)	0 (0)	0 (00)
6.	Watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which	5 (21.74)	8 (34.78)	4 (17.39)	1 (4.35)	5 (21.74)

| improves | learning | and | academic |
| achievement | | | |

Source: Field work, 2022

From the table above ,it can be revealed that teachers who say that walking in during lessons by the principals ensures that teachers are always present in classes during lessons which improve learners' achievement in exams are at 4.35% and 26.09% strongly agreed, agreed and neutral while those who disagreed and strongly disagreed are at the rate of 26.09% and 17.39% However, Reviewing teachers working schemes by principals ensures that they cover entire syllabus hence learners are able to gain all the needed information, hence pass their exams are at the rate of 34.78% and 17.39% strongly agreed, agreed and neutral while those who are at the rate of disagreed and strongly disagreed. Reviewing learner's notes enables principals to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventual improved academic achievement of learners are at the rate of 39.13%,26.09% and 21.74% strongly agreed, agreed and neutral and 8.70% and 0% disagreed and strongly disagreed. Reviewing teacher/learner class attendance register enables the principal to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement of learners are at 60.87%,30.43% and 8.70% strongly agreed, agreed and neutral while 0% disagreed and strongly disagreed. Reviewing teachers and learners school attendance allows the principal to curtail absenteeism, hence ensuring that everyone is always in school and ready to reach and learn which improves learner's academic achievement are at 73.91% and 26.09% strongly agreed and agreed which 0% neutral, disagreed and strongly disagreed. Watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which improved learning and academic achievement are at the rate of 21.74%,34,78 and 17.39% strongly agreed, agreed and neutral while 4.35% and 21.74 disagreed and strongly disagreed.

Discussion.

The study aimed at investigating the influence of classroom management practices on students' academic achievement in public senior secondary schools of Bauchi state. Inappropriate classroom management practices have led to poor academic performance which is as a result of inadequate classroom discipline management practices. The result agrees with the statement of Oboegbulem (2011), which says that classroom management is the arrangement of students and grouping of activities into units to make for effective teaching and learning. It comprises classroom life, utilization of resources in terms of materials in executing tasks such as planning curriculum, organizing procedures and resources, arranging the environment, monitoring student's progress, predicting potential problems and finding solution to them.
Internal Supervision will also influence students` academic achievement and this is in line with the Tapola & Njemiyirta, (2008), which says that the influence of head teachers' instructional supervisory role indirectly influences the performance of the student outcome.

Conclusion

This study aimed at investigating the influence of classroom management practices on students' academic achievement in public senior secondary schools of Bauchi state. It was notes that, discipline measures in classroom put in place learners greatly improved their commitment in class which improved their academic achievement. It was also revealed that most of the principals very often and often carried out instructional supervision in schools.

The study had sought out to find the relation of instructional supervision to the learner's achievement, none of the principals reviewed teachers' class attendance register and teachers' school's attendance, may be was assumed that it was obvious for teacher to be in schools unless with prior permission from the administration. However, majority of the principals agreed that by making them a front role in ensuring that they do instructional supervision they played a significant in ensuring that the school's syllabus was completed in time and hence the learners were well prepared for their exams and hence improvement in performance.

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