

# RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT AND STUDENTS' PERFORMANCE IN NIGERIAN PUBLIC SECONDARY SCHOOLS EXAMINATIONS

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**Abstract:** The class or subject teachers used classroom management to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students; it is also known as class control. This study examines the relationship between classroom management and students' performance in public secondary schools' examinations in Ado-Odo Ota Local Government Area, Ogun State, Nigeria. A field survey was carried out among the class teachers in some selected public secondary schools within Ogun State, Nigeria. A structured questionnaire was designed as an instrument for data collection from respondents. Eighty respondents were interviewed through the questionnaire. Pearson product-moment correlation statistics use in analysing the data. The result of the hypothesis test revealed that there is a significant relationship between classroom management and students' performance in public secondary schools' examinations. The study concluded that a variety of classroom management techniques will keep students organized, orderly, focused, attentive, on task, and educational productive during their examinations. The study further concluded that the government and stakeholders in the education sector should organize seminars or conferences that will train teachers on how to manage their classrooms perfectly without stress.

**Keywords:** classroom management, performance, teachers, examinations, students.

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## Introduction

Teachers' contributions to students' social and intellectual development cannot be overstated. Positive classroom management is the foundation for this development. Many studies have been conducted to examine the role of a teacher in creating quality education. It is widely assumed that the outcomes of students at the secondary level are primarily related to the class management of the relevant teachers with their students (Burden, 2020). Additionally, it has been revealed that very little learning occurs in disruptive and disorganized classrooms. Students' behavioral challenges have been identified as constant threats to their classroom environment (Kumar & Liu 2019).

According to Back, Polk, Keys, and McMahan (2016), classroom management is the action a teacher takes to create a positive atmosphere and foster academic, instruction, emotional, and social learning. Classroom management is a way of forming a comfortable climate for teaching and learning, instructions as well as regulating students' social behavior. Teachers in the classroom are, by description, managers of activities in the classroom. Unlike other professions, the job of a classroom teacher is aimed at maintaining order, distributing resources, regulating a series of events, and channeling his attention toward improving student performance. Classroom management is a concept used by teachers to reflect the fact that classroom lessons run effortlessly in the face of interruptive student behavior. It's referred to as class control or discipline (Skiba, Ormiston, Martinez & Cummings 2016). Classroom management

refers to the various methods and practices used by teachers to keep students calm, orderly, organized, attentive, on task, focused, and intellectually active during class. Sadik (2016) states that classroom management is defined as the conducive learning climate which would be best for the teachers and students at schools.

Students' performance is the extent to which they complete their duties and studies. Education results are the most well-known measure of performance in school examinations because they reflect the student's marks for their subjects. Students' performance in school examinations is used to measure success in most academic institutions.

Students' standards in school internal and external examinations have been measured by the quality of input the class teachers have imbedded in them through classroom management techniques (Cheng & Chen 2018). Before standardization, the majority of the assessment was based on teachers' observations. There are various methods for assessing students' performance. Continuous assessment tests (CATs) and examinations are examples of these methods. However, different countries around the world have different methods for evaluating students' performance. For example, in America, students' performance in examinations is measured using an Academic Performance Index (Chuang, Reinke, & Herman 2020). However, monitoring students' performance in school examinations is crucial because it enables curriculum implementers to identify areas of success as well as areas of failure while also improving the process of learning. Therefore, this study intends to examine the relationship between classroom management and students' performance in Nigeria public secondary schools' examinations.

## **Literature Review**

Various researchers in Nigeria have conducted studies on the importance of classroom management and student performance. According to George, Sakirudeen, and Sunday (2017), classroom managements have a direct relationship with students' performance in school examinations. Babadjanova (2020) proposed in his study that effective classroom management improves students' performance in school tests and examinations while decreasing behavioral problems. He further stated that increasing classroom management techniques is vital for students' high-level performance. Classroom management by teachers is linked to student performance in tests and examinations. Adedigba and Sulaiman (2020) emphasized the importance of well-managed classrooms by emphasizing a positive relationship between teachers and students and holding students accountable for their actions.

However, previous research studies have found a significant relationship between teachers' classroom management and students' performance in school examinations (Back et al., 2016; Kumar & Liu 2019; Adedigba & Sulaiman 2020; Sakirudeen, & Sunday 2017). However, no single research study has been conducted in the local context. Tests and examinations are the most common methods used in determining students' education levels. Although most students in general, and especially those in public secondary school, feel pressured and anxious when they are asked to participate in the assessment process. At this stage, they require a great deal of care and attention from their teachers in order to complete the process successfully. This research looks at classroom management and how it influences students' performance in examinations.

Adedigba, and Sulaiman (2020) and Babadjanova (2020) discovered that classroom management can reduce violence, and severely aggressive behavior. According to Abdullahi, Sheu, and Umar (2018), students' emotional and social skills had a positive effect on their performance as primary school students. Teachers' classroom management was discovered to have a direct relationship with students' performance in school examinations (Owan, & Ekpe 2018). Classroom management by teachers is linked to student outcomes. Ogunbayo and Mhlanga (2021) revealed that effective classroom management significantly increases students' performance in school tests and examinations and decreases their behavioral problems. It was also discovered that the direct relationship between students and teachers in education matters not only encourages students to perform well in tests and examinations, but it likewise enhances their learning abilities and skills.

Lazarides, Watt, and Richardson (2020) affirmed that effective classroom management is related to teachers' abilities to set a positive tone and acquire students' respect and cooperation in the classroom. This view is supported by Babadjanova (2020) that teachers' observable instructional behaviour in the classroom is indicative of their teaching

performance, therefore how they manage their classrooms has a significant impact on how they project themselves as good teachers. Skiba et al., (2016) opined that more caring teachers prefer relationshipbased management tactics (e.g., discussing misbehavior with students) over coercive ones (e.g., aggression and punishment) to avert disruptive behaviors. The study of Burden (2020) supported the notion that more compassionate teachers and those who employ relationship-based management tactics are believed to be more successful teachers in assisting their students to perform better in school tests and examinations. Ogunbayo (2021) stated that when teachers involve students in decision-making or recognise their good behavior, they behave more responsibly in class, listening intently and performing well on school examinations. Students appreciate teachers that demonstrate caring attitudes, create a community and family-like environment, and make learning enjoyable (Adedigba et al., 2017).

***Classroom management and student performance in school examination***

Classroom management can be defined as the actions and directions that teachers use to create a successful learning environment, which can have a positive impact on students given learning requirements and goals (Soheili, Alizadeh, Murphy, Bejestani, Ferguson & Dreikurs, 2015). Classroom management is crucial in a classroom it supports the proper execution of classroom development, developing best teaching practices, and putting them into action. In an effort to ensure that all students receive the best education it would seem beneficial for educators programs to spend more time and effort in educators and instructors are well versed in classroom management. Teachers do not focus on learning classroom management because higher education programs do not put an emphasis on the teacher attaining classroom management the focus is on creating a conducive learning atmosphere for the student (Eisenman, Edwards & Cashman, 2015). Classroom management has a direct and meaningful effect on student performance (Brophy & Good 1986). Korpershoek, Harms, de Boer, van Kuijk and Doolard (2016) conducted a meta-analysis on the relationship between classroom management and student academic performance and behavioural outcomes. The findings show that effective classroom management decreases problem behaviour and increases academic achievement. It is clear that indeed there is a relationship between classroom management and student performance in schools.

**Methodology**

This study was carried out among the class teachers in five (5) selected public secondary schools in Ado-Odo Ota L.G.A. of Ogun-State, Nigeria. Questionnaires were administered to 16 teachers in each school among the five selected schools. In all, 80 copies of structured questionnaires were administered through the stratified random sampling technique. A 4-point Likert scale was designed in order to weigh the data collected from respondents and administered with a 100% response rate. Students’ performance proforma was also used to generate data from the participants. The questionnaire was divided into two sections. The first section shows the descriptive analysis of the study while the second section reveals the indices of the study hypothesis. Which helped this study to examine the relationship between classroom management and students’ performance in school examinations. Additionally, in obtaining data from the respondents, a proforma titled Student Performance in Examinations (SPE) was adopted on students’ education results in school examinations. Data were collected and processed with the SPSS, (27.0) version and analyzed using both the descriptive and Pearson product-moment correlation statistics.

**Results**

***Table: Descriptive analysis***

<b>Variables (V)</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Respondents Designation		

Class Teachers	80	100
Total	80	100
Academic Qualification		
M. Edu/M. Sc	15	19
B. Edu/B. Sc	40	50
PGDE/TTC	25	31
Total	80	100
Teaching Experiences		
5- 15 years of experience	8	10
16- 25 years of experience	42	53
26- 35 years of experience	30	37
Total	80	100
Sex		
Male	30	38
Female	50	62
Total	80	100
Age		
25-35 years	24	30
36-45 years	26	33
46-55 years	17	21
56 years and above	13	16
Total	80	100

Among the 80 respondents, 80 (100%) respondents were the class teachers. Among the 80 respondents, 15 (19%) had M. Edu/M.Sc. degree, 40 (50%) had B. Edu/ B.Sc. degree, while 25 (31%) had PGDE/TTC degree. Among 80 respondents, 8 (10%) respondents have 5 to 15 teaching years of experience, 42 (53%) respondents have 16 to 25 teaching years of experience, and 30 (37%) have 26 to 35 teaching years of experience. Among 80 selected respondents, 30 (38%) respondents were male, while 50 (62%) respondents were female. Among the 80 sample respondents, 24 (30%) respondents were between 25-35 years of age, 26 (33%) respondents were between 36-45 years of age, 17 (21%) respondents were between 46-55 years of age, while 13 (16%) respondents were between 56 years of age and above.

### ***Testing of Hypothesis***

The main hypothesis for the study was tested using Pearson Product Moment Correlation Statistics at 0.05 alpha level of significance.

### ***Study Hypothesis***

There is no significant relationship between classroom management and students' performance in school examinations.

*Table 2: Classroom Management and Students' Performance in Examinations*

<b><i>Variables</i></b>	<b><i>N</i></b>	<b><i>Mean</i></b>	<b><i>Standard Deviation</i></b>	<b><i>r- calculated</i></b>	<b><i>r- critical</i></b>	<b><i>Remark</i></b>
<b><i>Classroom management</i></b>	<b><i>80</i></b>	<b><i>1.11</i></b>	<b><i>0.316</i></b>	<b><i>0.114</i></b>	<b><i>0.042</i></b>	<b><i>significant</i></b>
<b><i>Students' performance</i></b>	<b><i>80</i></b>	<b><i>13.20</i></b>	<b><i>2.305</i></b>			

Table 2 above indicated that the calculated r-value of 0.114 of a Pearson product-moment correlation coefficient at 0.05 alpha level of significance on the relationship between classroom management and students' performance in examinations is greater than the critical value of 0.042. It is significant. Therefore, the hypothesis which stated that there is no significant relationship between classroom management and students' performance in examinations, was rejected. Hence, there was a significant relationship between classroom management and students' performance in school examinations.

### **Discussions**

The finding of the study revealed that there is a significant relationship between classroom management and student performance in school examinations.

This indicates that teachers with good classroom management improve their students' performance in school examinations. Teachers who organize students' behavior, simply communicate messages, manage time proficiently, organize quality lesson plans, and use effective teaching methods will create a conducive atmosphere. This finding of the study is in line with Adedigba, and Sulaiman (2020) and Babadjanova (2020) that classroom management can reduce violence, and severely aggressive behavior. The finding is similar to Abdullahi et al., (2018) that students' emotional and social skills had a positive effect on their performance as secondary school students. The findings further agree with (Gage et al., 2018) study that teachers' classroom management was discovered to have a direct relationship with students' performance in school examinations. The findings of the study also postulate Ogunbayo and Mhlanga (2021) that effective classroom management significantly increases students' performance in school tests and examinations and decreases their behavioral problems. It is therefore essential to note that the direct relationship between students and teachers in education matters not only encourages students to perform well in tests and examinations but likewise enhances their learning abilities and skills. It is possible to conclude that poor student performance in school examinations was caused by poor classroom management.

## Conclusion

Since the finding of the study indicated that there is a significant relationship between classroom management and student's performance in schools' examinations, it is therefore concluded that classroom management techniques such as constant engagement of students in activities, efficient communication, use of behavioral agreements, teachers acting as models of good behavior, regular use of questions, and supervising should be used constantly by the class teachers. It is concluded that effective classroom management by the teacher is an essential factor in students' performance in school examinations.

Based on the findings in this study, the study concluded that public secondary school teachers should develop a caring, helpful, and encouraging good attitude in the classroom in order to maximize students' development, learning, social abilities, and maintain a positive corrective atmosphere. This may be feasible if a person-centered approach is used in the classroom. While planning for public secondary school students, organizers should keep in mind that more emphasis should be placed on class-related activities because there should be a thorough plan in place for teachers as well, so that they can teach following current needs and requirements. The study lastly concluded that the government and other stakeholders in the education sector should constantly organise seminars, conferences, training, courses, and workshops for public secondary school teachers in other to develop and enhance classroom management techniques.

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