Classroom Management; a Determinant of Effective Teaching and Learning of Languages in Secondary Schools in Ondo State, Nigeria

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ABSTRACT

The study examined the concept of classroom management as a determinant of effect teaching and learning of languages in secondary schools in Ondo State, Nigeria. From the statement of the problem, three purposes were listed leading to the formation of two research questions and two hypotheses. The study adopted descriptive survey research design with a population of principals' teachers and students in selected secondary schools in Akure South Local Government Area of Ondo State, Nigeria. A sample of two hundred and fifty (255) respondents (5 Principals, 50 teachers and 200 students) were randomly selected to participate in the research process. The collected data were analyzed descriptively and statistically with the use of appropriate statistic package of frequency counts, simple percentages, mean and standard deviation to analyses the research questions and inferential statistic to test the hypotheses.

Based on the result of the findings, it was revealed that there is significant influence of classroom management on students' academic performance. Also, there is significant relationship between the academic performance of language students and effective classroom management.

Based on the findings it was concluded that classroom management is very important at all levels of education especially in the primary and secondary schools where high level of students' attention is needed for effective teaching and learning. Hence, it was recommended that teachers should ensure that they create conducive learning environment for the students to learn and be able to develop a positive attitude towards schooling.

Keywords: *Classroom, effective teaching, academic performance and classroom management.*

Introduction

Education in Nigeria has become an extensive industry that has acknowledged its existence not only as a tool for nation-building, but also as a source from which citizens realize their aims and desires (Omirin, 2015). Obviously, the mission of every nation in the world in modern times is that education should be used as a tool for social change. Members of the society are holding the school responsible for every aspect of students' academic performance. The role of teachers in developing cognitive and all other domains of learning in students cannot be ignored. Classroom management plays a very significant role in students' academic performance. Effective classroom management puts the teacher in firm control of the classroom and provides the orderliness and safety needed for instruction and learning. Hence, effective classroom management sets the foundation for this development.

The overall value of effective classroom management and its positive effect on guaranteeing the achievement of outstanding educational outcomes are well captured by Emmer and Stough (2001). They argued that the ability of teachers to organize classrooms and manage the behavior of their students is imperative to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it does establish the environmental context that makes good instruction possible.

Classroom teachers are known as classroom managers because of their roles in managing learning activities, instructional procedures, the prevailing attitudes, feelings, and the atmosphere in the classroom. Consequently, for effective management, the classroom teacher must employ classroom management practices to achieve educational objectives (Oboegbulem, 2011). Classroom management plays an important role in the teaching and learning process. It is a veritable tool in the process of passing instructions from the teacher to the students. The success of any educational system is a function of the effectiveness of classroom management (Nwankwo, 2018). Classroom teachers are managers and so ought to be in control from the beginning of the lesson to the end so as to ensure that the students benefit from the interactive business that

transpires in the classroom situation. This would, to a greater extent, enhance smooth coordination and responses on the part of both the teacher and the learner.

Statement of the Problem

Classroom management is the heart of any educational system. No curriculum planning is complete without implementation and evolution, both of which are mainly carried out in the classroom. Most of the class activities take place while students are seated. The seating arrangement is therefore very important to avoid the kind of neglect experienced by many secondary school students.

Over the years, it has been observed that poor classroom management constitutes to factors responsible for poor academic performance in schools ranging from primary to secondary and even to tertiary institutions especially in public schools where the population of the students is always too large. Some teachers may employ classroom management strategies that have a positive impact on students' behavior but others may be detrimental. This is more so in schools in Ondo State, Nigeria where classroom management determines the academic output of students. The managerial demands on classroom teachers are very high. It is on this background that this work aims at investigating the relationship between classroom management and students' academic performance in English and French languages in secondary schools in Akure South Local Government Area of Ondo State, Nigeria.

Purpose of the Study

The main purpose of this study is to address classroom management as a determinant of effective teaching and learning of the languages in secondary schools in Akure South Local Government Area, Ondo State. The study is therefore designed to:

1. find out classroom management strategies that are mostly used by secondary school teachers in Akure South Local Government, Area, Ondo State.

2. investigate the perceived impact of classroom management on the effective teaching and learning of languages in Akure South Local Government Area, Ondo State.

3. determine the relationship between the academic performance of English and French language students and effective classroom management strategies.

Research Questions

The research answered the following questions:

1. What strategies are used by language teachers in classroom management in Akure South Local Government Area, Ondo State?

2. What is the perception of students about the effectiveness of teachers' classroom management in the teaching and learning of languages?

Research Hypotheses

The following hypotheses were formulated:

1. There is no significant influence of classroom management on students' academic performance in languages.

2. There is no significant relationship between the academic performance of language education students and effective classroom management strategies.

Literature Review

Several authors agree that academic performance is the result of learning, prompted by the teaching activity of the teacher and produced by the student. From a humanistic approach, Martinez-Otero (2007) states that academic performance is "the product given by the students and it is usually expressed through school grades" (p. 34).

Academic performance is the extent to which a student, a teacher, or an institution has achieved their short- or long-term educational goals. It is commonly measured through examination or continuous assessment. For instance, the number of credits obtained at a sitting in an external examination, either WAEC or NECO, represents the academic performance of the candidate. Students' academic performance is determined by a number of factors such as previous educational outcome, socio-economic status of the parents, parents' educational background, self-effort, self-motivation of students, learning preferences, the standard and type of educational institution attended by students amongst others. Durden and Ellis (2005) observe that the measurement of a student's previous educational outcomes are the most important indicators of a student's future achievement; that is, the higher the previous achievement, the better the student's academic performance in future endeavors.

A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. A classroom is a room set aside and

specifically designed and furnished for the purpose of teaching and learning (Agabi, Onyake, and Wali, 2013). Classrooms are some of the facilities a school must possess before it can be regarded as a school. Agabi et al. (2013) succinctly put: a school is not complete without at least one block of classrooms to facilitate organized teaching and learning. Classrooms are very important because they facilitate teaching and learning. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners (Agabi et al., 2013). The classroom protects learners from erratic weather conditions such as rain, wind, and extreme weather conditions (Agabi et al., 2013).

Similarly, Dollad and Christensen (2008) defined classroom management as the action a teacher takes to bring about an environment that supports and makes instructions easy for academic, social, and emotional learning. A teacher in the classroom is the manager of the classroom activities. He is concerned with maintaining order, regulating the sequence of events, and directing his own attention towards achieving educational goals. Classroom management plays a very important role in the teaching and learning process. Marzano (2003) said a classroom that is well managed will provide an environment in which teaching and learning can flourish. The success of any educational system depends largely on the effectiveness of classroom management. Classroom management techniques have been divided into two major components: behavioral management and instructional management (Martin & Sass, 2010).

Today, classroom management, according to Akpakwu (2003), is the most neglected area in our secondary schools, and the success or failure of any teaching and learning process depends to a large extent on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, especially in terms of the academic performance of the school. When an educator talks about classroom management, one of the first things that come to mind is the maintenance of discipline, control of the class, motivational teaching methods, leadership styles, use of instructional materials, and communication.

Baker (2005) observed that improved teacher training in classroom management is a critical part of improving academic performance in a particular subject. Factors contributing to effective classroom management include teaching methodology, lesson planning and preparation, interpersonal relationships, and student motivation (Rosas and West, 2009). Classroom

management, according to Dooloard (2004), is the action a teacher takes to create an environment that supports and facilitates academic, social, and emotional learning. It is the process of creating favorable conditions to facilitate instructions as well as that of regulating the social behavior of students. Teachers in the classroom are by the nature of their profession, managers of classroom activities. To this end, the ability of teachers to organize and manage behaviors of their students is critical to positive outcomes.

Method

The study examined the concept of classroom management as a determinant of effective teaching and learning of languages as subjects in secondary schools in Akure South Local Government Area of Ondo State, Nigeria. This invariably involved finding out the perception of students and teachers of the various classroom management strategies adopted by the teachers and how these techniques influenced the academic performance of their students. Against this background, the descriptive survey design was used.

The descriptive survey design was selected because it has the advantage of offering good responses and in-depth of information from a wide range of participants. Additionally, it provides a significant representation of events and explicates people's sentiments and conducts based on the data obtained at a point in time (Martins and Sass, 2010).

Population of the Study

The population for this study consists of principals, teachers and students in the selected secondary schools in Akure South Local Government Area of Ondo State.

Sample and Sampling Techniques

The researcher used simple random sampling technique to select 255 respondents (5 principals, 50 teachers and 200 students) for this study. Akure South Local Government Area of Ondo State has more than thirty-five (35) Private and Public Secondary Schools out of which five were randomly selected. The names of the sampled schools, status and number of respondents are shown in the table I below.

Table 1: Sample of the Selected Senior Secondary Schools in Akure South, L.G.A, Ondo State

S/N	NAME OF SCHOOL	Status	No of Teachers	No of Students
1	Estate High School, Shagari Village, Akure, Ondo State	Public	10	40
2	Owojoba High School, Shagari Village, Akure, Ondo State	Private	10	40
3	Messiah High School, Oyarugbulem Akure, Ondo State	Private	10	40
4	Akure High School, Akure, Ondo State	Public	10	40
5	Adegbola Memorial Grammar School, Akure, Ondo State	Public	10	40
	Total		**50**	**200**

Research Instruments

Two self-constructed instruments (Teachers' and Students' Questionnaires) with two sections were used as instruments for data collection. Section 'A' consists of three items seeking bio-data responses of respondents while section 'B' comprises of four sub-sections each having four items seeking respondents view on the items using a four-Likert scale. All those involved in completing the questionnaires chose from each item, the best statement which corresponds to their opinions.

Validity of the Instruments

To determine the degree to which the instrument used for the study measured accurately what it was expected to measure, face and content validity approaches were adopted. This allowed other competent assessors to assess the contents and items included in the questionnaire.

Reliability of the Instruments

In establishing the reliability of the instrument used for the study, a pilot study was conducted. The result of the pilot study tested how reliable the instrument was, and ensured good construction of the items in the questionnaire. Reliability analysis scale for the teachers gave inter-item coefficient of reliability at 0.70, 0.65, and 0.64 at 0.05 level of significance.

Data Analysis

The collected data were analyzed descriptively and statistically with the use of appropriate statistic package of frequency counts, simple percentages, mean and standard deviation to analyses the research questions and inferential statistic to test the hypotheses.

Results and Discussions

Research Question 1: What strategies are used by teachers in classroom management?

Table 2: Analysis of the Teachers' Responses Based on Strategies Used by the Teachers in Classroom Management

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	MEAN	Std. Deviation
1.	Students' friendly classroom atmosphere	18 72.0	6 24.0	-	1 4.0	3.6800	.55678
2.	Students' accessibility to instructional materials during lesson	15 60.0	7 28.0	2 8.0	1 4.0	3.4400	.82057
3.	Good sitting arrangement	17 68.0	5 20.0	2 8.0	1 4.0	3.5200	.82260
4.	Use of reinforcement to stimulate students' learning	19 76.0	6 24.0	-	-	3.7600	.43589
5.	Enforcement of class rules and regulations and students' compliance	16 64.0	8 32.0	1 4.0	-	3.6000	.57735
6.	Teachers provide feedback through class exercise	18 72.0	6 24.0	-	1 4.0	3.6800	.55678
7.	A good classroom management strategy includes proper organization of the classroom.	20 80.0	5 20.0	-	-	3.8000	.40825
8.	Discipline facilitates proper classroom management.	21 84.0	4 16.0	-	-	3.8400	.37417

S/N	Items					MEAN	Std. Dev.
9.	Use of effective commands enhance classroom management strategies.	14 56.0	11 44.0	-	-	3.5600	.50662
10.	Giving of assignment to the students on a regular basis.	18 72.0	6 24.0	1 4.0	-	3.6800	.55678
	TOTAL					**3.656**	**0.56157**

Field survey, 2022

The table above revealed teachers' responses to the question on the strategies used by the teachers in classroom management. From the table, items 1 – 10 have the mean of 3.6800, 3.4, 3.5, 3.7, 3.6, 3.68, 3.8, 3.84, 3.56 and 3.68 respectively. By implication, the grand total mean of approximately 3.656 and standard deviation of 0.56157 is above the bench mark of 2.5. It could be submitted that students' friendly classroom atmosphere, students' accessibility to instructional materials during lesson, good sitting arrangement, use of reinforcement to stimulate students' learning, feedback, discipline and use of effective commands enhance classroom management strategies of students in secondary schools.

This result corroborated with the idea of Huong, (2011) that effective student's learning occurs as a result of effective teaching strategies, as well as teacher's knowledge of the subject matter. Additionally, a teacher's clarity, stimulation of interests, and openness to opinions are other significant factors to manage learning efficiency and effectiveness. Underlying all of these is the importance of the teacher's critical understanding of learning theories and how to apply them to the cognitive, motivational, and psychological learning process associated with academic success.

Research Questions 2: What is the perception of students about the effectiveness of teachers' classroom management in the teaching and learning of languages?

Table 3: Analysis of the Students' Responses Based on Students' Perception on the Effectiveness of teachers Classroom Management in the Teaching and Learning of Languages

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	MEAN	Std. Deviation

1.	Teachers maintain discipline during lesson.	128	70	2	-	3.6300	.50435
		64.0	35.0	1.0			
2.	Teachers give adequate explanations during lesson.	123	71	4	2	3.5750	.58831
		61.5	35.0	2.0	1.0		
3.	Teachers make use of instructional materials.	74	103	19	4	3.2350	.70160
		37.0	51.5	9.5	2.0		
4.	Teachers maintain good interaction during lessons.	107	75	12	6	3.4150	.73858
		53.5	37.5	6.0	3.0		
5.	Teachers mark class exercise and give prompt feedback to students.	113	70	15	2	3.4700	.67927
		56.5	35.0	7.5	1.0		
6.	Teachers attends to Students' questions during lesson.	137	51	10	2	3.6150	.63148
		68.5	25.5	5.0	1.0		
7.	Teachers praise the students for good performance.	129	67	4		3.6250	.52512
		64.0	33.5	2.0	-		
8.	Teachers correct students for wrong doing/bad behaviors during lesson.	137	61	-	2	3.6650	.53310
		68.5	30.5		1.0		
9.	Teachers frown at malpractices during class exercise.	130	62	4	4	3.5900	.63555
		65.0	31.0	2.0	2.0		
10.	Teachers give students group assignment.	96	77	13	14	3.2750	.86784
		48.0	38.5	6.5	7.0		
	TOTAL					**3.5095**	**0.64052**

Field survey, 2022

The table above revealed students' responses to the research question on the perception of students on the effectiveness of teachers in the classroom management on their teaching and learning of language education**.** From the table, item 1-10 revealed that 3.63, 3.57, 3.23, 3.41, 3.47, 3.61, 3.62, 3.66, 3.59 and 3.27 respectively. From the outcome, the grand total mean of approximately 3.5095 and standard deviation of 0.64052 is above the bench mark of 2.5. Sequel to the result, the teachers

in the study area were aware of the effective use of classroom management. Hence, it could be opined that the most students believe that their teachers are active in the use of effective classroom management in the study area. This position is also supported by Pederson-Seelye (2011). He argued that effective classroom management procedures promote independent learning and success for all students in classrooms which are productive, orderly and pleasant.

Test of Hypotheses

Research Hypothesis 1: There is no significant influence of classroom management on students' academic performance in languages.

Table 9: ANOVA Table Showing Significant Influence of Classroom Management on Students' Academic Performance in Languages

	Sum of Squares	df	Mean Square	f_{cal}	f_{tab}	Decision Sig.
Between Groups	792.629	9	88.070	63.656	1.93	.000
Within Groups	262.871	190	1.384			
Total	**1055.500**	**199**				

Field survey, 2022

The research hypothesis one shows that calculated value is (f_{cal} =63.656) and table value (f_{tab}=1.93). By this, calculated value is greater than table value; therefore, hypothesis is hereby rejected. This implies that, there is significant influence of classroom management on students' academic performance in language education.

Research Hypothesis 2: There is no significant relationship between the academic performance of language education students and effective classroom management strategies.

Table 5: Correlation Table Showing Significant Relationship Between the Academic Performance of English Language Students and Effective Classroom Management Strategies.

Variables	N	Mean	Sd	Df	r_{cal}	r_{tab}	Decision

Academic Performance		17.3500	2.3030	1	0.796	0.2540	Rejected
Classroom Management Strategies	200	18.0350	1.9577	199			
	200			200			

**. Correlation is significant at the 0.01 level (2-tailed).

The research hypothesis two shows that calculated value (r_{cal} =0.796) and table value (r_{tab}=0.2540). By this, calculated value is greater than table value; therefore, hypothesis is hereby rejected. This implies that, there is significant relationship between the academic performance of language students and effective classroom management strategies.

Discussion of Findings

The rejection of the first hypothesis affirmed that there is significant influence of classroom management on students' academic performance in language education. This was in line with the opinion of Umoren (2010), the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment. According to Bassey (2012), the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviors, promotion of students' responsibility for academic work, and improved academic performance of Students. His opinion however affirmatively revealed positive impact of classroom management on academic output of students as shown in the result.

The outcome of the second hypothesis affirmed that there is significant relationship between the academic performance of language education students and effective classroom management strategies. This result corroborated with the idea of Huong, (2011); Kern and Clemens (2007) assert that class wide interventions typically address the needs of the majority of students in a classroom and require less effort on the teacher's part than interventions for individual behavior problems. In order for classroom management to be considered effective, many different elements must be present, including the use of classroom rules and expectations (Hart, 2010; Kern & Clemens, 2007; Little & Akin-Little, 2008), reinforcement of appropriate behavior, responding to

inappropriate behavior, positive relationships and interactions between staff and students (Simonsen et al., 2008), established procedures for chronic misbehavior, and a classroom environment that facilitates learning (Hart, 2010).

Conclusion

Based on the result of the findings, it could be concluded that classroom management is very important in our school system especially in the learning of languages such as English and French in secondary schools. This research has broadened the knowledge of our teachers and school administrators on the need of training the teachers in the area of classroom management. From the findings there are many different types of classroom management approaches. There are many resources for teachers and administrators to use when developing behavioral management programmes in the classroom. Ultimately, teachers must use the strategies that works for them and the students they teach. Each method has strengths and weaknesses. The goal is to provide a classroom where students feel comfortable in their environment so they can reach their full educational potential.

Recommendations

Based on the findings and conclusion from this study above, the following recommendations are made:

1. School administrators and teachers should ensure that they do not use corporal punishment as a classroom management technique.
2. Teachers should be models of good behaviour in the way they dress, the way they talk and things they do particularly in the classroom.
3. Teachers should also ensure that they create positive learning environment. When the classroom physical learning environment is conducive, students will develop a positive attitude towards schooling and will always be attentive in the classroom.
4. There is need to strengthen and refine the existing educational system to meet the needs of the students and teachers.
5. Teachers must be provided updated trainings about classroom management.
6. Teachers should be trained on digital technology for effective classroom management.

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