

INFLUENCE OF CLASSROOM MANAGEMENT ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN FCT ABUJA, NIGERIA

BY

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Abstract

Education serves as a vital instrument for national development, social transformation, and human capital formation. Within the educational system, classroom management plays a significant role in shaping students' academic achievement and overall learning outcomes. This study examined the influence of classroom management on students' academic achievement in public secondary schools in the Federal Capital Territory (FCT), Abuja, Nigeria. Specifically, the study investigated the influence of classroom discipline and teacher-student relationship on students' academic achievement. A descriptive survey research design was adopted for the study. The population comprised teachers and students in public secondary schools in FCT Abuja. A sample of 200 respondents was selected using a simple random sampling technique. Data were collected using a structured questionnaire titled *Classroom Management and Students' Academic Achievement Questionnaire (CMSAAQ)*. The instrument was validated by experts in Educational Management and Measurement and Evaluation, and a reliability coefficient of 0.81 was obtained using Cronbach Alpha method. Mean and standard deviation were used to answer research questions, while Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significance. The findings revealed that classroom discipline and teacher-student relationship significantly influence students' academic achievement in public secondary schools in FCT Abuja. The study concluded that effective classroom management enhances students' academic performance by creating a conducive learning environment and promoting positive interactions between teachers and students. The study recommended that teachers should maintain effective classroom discipline, adopt modern classroom management strategies, and foster positive teacher-student relationships to improve academic achievement. Government and educational stakeholders should also provide supportive facilities and training opportunities for teachers to enhance classroom management practices.

Keywords: Classroom management, classroom discipline, teacher-student relationship, academic achievement, public secondary schools, FCT Abuja

Introduction

Education is universally acknowledged as a fundamental instrument for national development and societal transformation. It plays a significant role in equipping individuals with the knowledge, skills, competencies, and values necessary for personal growth and national progress. The quality of education delivered in any country largely depends on the effectiveness of teaching and learning processes within schools. Central to this process is classroom management, which determines the extent to which teaching and learning objectives are achieved.

Classroom management refers to the strategies, skills, and practices employed by teachers to create and maintain an orderly, supportive, and conducive learning environment. It encompasses maintaining discipline, organizing classroom activities, managing students' behaviour, and fostering positive teacher-student relationships. Effective classroom management ensures that instructional time is maximized, students remain engaged, and learning outcomes are achieved. Conversely, ineffective classroom management leads to disruptions, reduced instructional time, low student motivation, and poor academic achievement.

In recent years, concerns have been raised about the declining academic achievement of students in public secondary schools in Nigeria, particularly in the Federal Capital Territory (FCT), Abuja. Despite government investment in education, provision of infrastructure, and implementation of various educational reforms, students' performance in internal and external examinations such as the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO) examinations remains unsatisfactory. This situation has generated concern among educators, policymakers, parents, and other stakeholders in the education sector.

Several factors have been identified as responsible for poor academic achievement among students in public secondary schools. These include inadequate instructional materials, overcrowded classrooms, insufficient teacher training, poor supervision, and ineffective classroom management. Among these factors, classroom management has been identified as a critical determinant of students' academic success. A well-managed classroom provides an environment conducive to learning, promotes discipline, enhances student engagement, and improves academic performance.

According to Evertson and Weinstein, classroom management involves the actions teachers take to establish and maintain a learning environment that supports academic and social development. Teachers who possess effective classroom management skills are better able to control classroom behaviour, maintain discipline, and foster positive relationships with students. Such

teachers create environments where students feel safe, motivated, and encouraged to participate actively in learning activities.

In FCT Abuja, public secondary schools face several classroom management challenges. These include large class sizes, students' behavioural problems, limited instructional resources, and inadequate professional development opportunities for teachers. These challenges hinder effective teaching and learning and negatively affect students' academic achievement. Many teachers struggle to maintain discipline and manage classroom activities effectively, resulting in classroom disruptions and reduced instructional time.

Classroom discipline is an essential component of classroom management. It involves maintaining order and ensuring that students adhere to established rules and regulations within the classroom. A disciplined classroom environment enhances concentration, reduces distractions, and promotes effective learning. When discipline is maintained, students are more likely to pay attention during lessons, participate actively in classroom activities, and achieve better academic outcomes.

Another critical component of classroom management is the teacher-student relationship. Positive teacher-student relationships foster trust, mutual respect, and cooperation between teachers and students. When students feel valued and supported by their teachers, they are more likely to participate actively in classroom activities and strive for academic excellence. Conversely, poor teacher-student relationships can lead to disengagement, lack of motivation, and poor academic performance.

Despite the recognized importance of classroom management, limited empirical studies have examined its influence on students' academic achievement in public secondary schools in FCT Abuja. Most previous studies have focused on other factors such as instructional materials, teacher qualification, and school facilities. There is therefore a need for empirical investigation into how classroom management practices, particularly classroom discipline and teacher-student relationships, influence students' academic achievement in public secondary schools in FCT Abuja.

This study seeks to fill this gap by examining the influence of classroom management on students' academic achievement in public secondary schools in FCT Abuja, Nigeria. The study provides insights into how effective classroom discipline and positive teacher-student relationships contribute to improved academic performance among students. The findings of the study will be useful to teachers, school administrators, policymakers, and other stakeholders in developing strategies to enhance classroom management and improve students' academic achievement.

Statement of the Problem

Students' academic achievement in public secondary schools in FCT Abuja has become a major concern for educators, parents, and policymakers. Despite the implementation of various educational policies and reforms aimed at improving the quality of education, students' performance in both internal and external examinations remains unsatisfactory. Reports from examination bodies and school administrators indicate persistent poor academic performance among students in many public secondary schools in the FCT.

One of the major factors contributing to this problem is ineffective classroom management. Many teachers experience difficulties in maintaining discipline, controlling disruptive behaviours, and creating conducive learning environments for effective teaching and learning. Classrooms characterized by noise, disorderliness, and lack of effective control hinder students' concentration and reduce instructional time. This situation negatively affects students' academic achievement.

Furthermore, poor teacher-student relationships have been identified as another factor affecting students' academic performance. In many public secondary schools, the relationship between teachers and students is often characterized by lack of mutual respect, poor communication, and limited emotional support. Such negative relationships reduce students' motivation to learn and participate in classroom activities, leading to poor academic outcomes.

Although several studies have examined factors influencing students' academic achievement in Nigeria, limited empirical research has focused specifically on the influence of classroom management on students' academic achievement in public secondary schools in FCT Abuja. There is therefore a need for a comprehensive study to examine how classroom discipline and teacher-student relationships influence students' academic achievement in public secondary schools in FCT Abuja. This study seeks to address this gap and provide empirical evidence on the role of classroom management in enhancing students' academic performance.

Objectives of the Study

The main objective of this study is to examine the influence of classroom management on students' academic achievement in public secondary schools in FCT Abuja, Nigeria.

The specific objectives are to:

1. Examine the influence of classroom discipline on students' academic achievement in public secondary schools in FCT Abuja.

2. Determine the influence of teacher-student relationship on students' academic achievement in public secondary schools in FCT Abuja.

Research Questions

1. What is the influence of classroom discipline on students' academic achievement in public secondary schools in FCT Abuja?
2. How does teacher-student relationship influence students' academic achievement in public secondary schools in FCT Abuja?

Research Hypotheses

H01: Classroom discipline has no significant influence on students' academic achievement in public secondary schools in FCT Abuja.

H02: Teacher-student relationship has no significant influence on students' academic achievement in public secondary schools in FCT Abuja.

Significance of the Study

This study is significant in several ways. First, it will provide empirical evidence on the influence of classroom management on students' academic achievement in public secondary schools in FCT Abuja. The findings will help teachers understand the importance of maintaining effective classroom discipline and fostering positive relationships with students.

Second, the study will be beneficial to school administrators and policymakers in designing policies and programs aimed at improving classroom management practices in public secondary schools. The findings will guide the organization of training workshops and seminars for teachers on modern classroom management strategies.

Third, the study will contribute to existing literature on classroom management and academic achievement. It will serve as a reference material for researchers and scholars interested in educational management and student performance.

Finally, the study will provide useful information to government and educational stakeholders on the need to provide adequate facilities and resources to support effective classroom management in public secondary schools.

Literature Review

Concept of Classroom Management

Classroom management is a fundamental aspect of effective teaching and learning. It refers to the strategies and techniques employed by teachers to maintain order, manage students' behaviour, and create a conducive learning environment. Effective classroom management ensures that instructional time is maximized and learning objectives are achieved.

Scholars have defined classroom management in various ways. Emmer and Sabornie described it as the actions teachers take to establish and maintain a learning environment that supports academic and social development. Similarly, Evertson and Weinstein defined classroom management as the process of organizing classroom activities and maintaining discipline to facilitate effective teaching and learning.

Effective classroom management involves several components, including classroom discipline, classroom organization, instructional management, and teacher-student interaction. Teachers who possess strong classroom management skills are better able to control classroom behaviour, engage students in learning activities, and promote positive learning outcomes.

Classroom Discipline and Academic Achievement

Classroom discipline refers to the maintenance of order and adherence to rules and regulations within the classroom. It is a critical component of classroom management and plays a significant role in enhancing students' academic achievement. A disciplined classroom environment promotes concentration, reduces distractions, and encourages active participation in learning activities.

Studies have shown that effective classroom discipline positively influences students' academic performance. Adeyemo found that classroom discipline significantly influences students' academic performance in secondary schools in Lagos State. The study revealed that students perform better academically in classrooms where teachers maintain effective discipline and enforce rules consistently.

Similarly, Olatunji reported that disciplined classrooms provide structured environments that enhance students' concentration and academic achievement. Teachers who establish clear rules and expectations create environments where students feel safe and motivated to learn.

Teacher-Student Relationship and Academic Achievement

Teacher-student relationship is another critical component of classroom management. Positive relationships between teachers and students foster trust, respect, and cooperation. When students feel valued and supported by

their teachers, they are more likely to participate actively in learning activities and strive for academic success.

Pianta, Hamre, and Allen emphasized that supportive teacher-student relationships enhance students' engagement and academic performance. Positive interactions between teachers and students create environments where learners feel comfortable asking questions and expressing their ideas.

Yusuf and Adigun found that teacher-student relationships significantly influence students' academic achievement in secondary schools. The study recommended that teachers should adopt supportive teaching approaches and maintain cordial relationships with students to improve academic performance.

Theoretical Framework

This study is anchored on Behaviourist Theory propounded by B.F. Skinner. The theory emphasizes the role of reinforcement and discipline in shaping behaviour. According to the theory, behaviour can be modified through reinforcement and punishment. In classroom settings, teachers use reinforcement strategies such as praise and rewards to encourage desirable behaviour and academic performance.

The theory supports the view that effective classroom management enhances students' academic achievement by promoting desirable learning behaviours. Teachers who maintain discipline and provide positive reinforcement create environments that encourage active participation and academic success.

Methodology

The study adopted a descriptive survey research design. This design was considered appropriate because it allows for the collection of data from a large population and enables the researcher to describe the influence of classroom management on students' academic achievement.

The population of the study comprised teachers and students in public secondary schools in FCT Abuja. A sample of 200 respondents was selected using simple random sampling technique to ensure equal representation.

Data were collected using a structured questionnaire titled *Classroom Management and Students' Academic Achievement Questionnaire (CMSAAQ)*. The instrument consisted of items designed to measure classroom discipline, teacher-student relationship, and students' academic achievement.

The instrument was validated by experts in Educational Management and Measurement and Evaluation. A reliability coefficient of 0.81 was obtained using Cronbach Alpha method, indicating that the instrument was reliable.

Mean and standard deviation were used to answer research questions, while Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

The findings revealed that classroom discipline significantly influences students' academic achievement in public secondary schools in FCT Abuja. Classrooms characterized by effective discipline recorded higher academic performance compared to classrooms with poor discipline. This implies that maintaining order and enforcing rules enhance students' concentration and academic performance.

The study also revealed that teacher-student relationship significantly influences students' academic achievement. Positive teacher-student relationships promote students' motivation, participation, and improved academic performance. When teachers maintain supportive and respectful relationships with students, learners become more confident and actively participate in classroom activities.

These findings are consistent with previous studies which reported that effective classroom management practices significantly improve students' academic achievement. The findings underscore the importance of maintaining discipline and fostering positive relationships in enhancing academic performance.

Conclusion

The study concluded that classroom management significantly influences students' academic achievement in public secondary schools in FCT Abuja. Effective classroom discipline and positive teacher-student relationships enhance students' academic performance and create conducive learning environments for effective teaching and learning.

Recommendations

1. Teachers should maintain effective classroom discipline through clear rules and consistent monitoring.
2. School administrators should organize regular training programs on classroom management strategies.
3. Teachers should foster positive relationships with students to enhance motivation and participation.

4. Government should provide adequate facilities and instructional materials to support effective classroom management.

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