

**AFRICAN SOCIAL AND EDUCATIONAL JOURNAL
FACULTY OF BUSINESS ADMINISTRATION
IMO STATE UNIVERSITY
NIGERIA**

VOL. 11 NO. 1 JUNE 2022

**CLASSROOM MANAGEMENT STRATEGIES FOR STUDENTS' ACADEMIC
ACHIEVEMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE**

BLESSING WEY-AMAEWHULE PhD.

**Department of Educational Management,
Faculty of Education,
Rivers State University,
Port Harcourt, Nigeria**

AND

NWISAGBO, EBUNOLU AYODELE PhD.

**Department of Educational Management,
Faculty of Education,
Rivers State University,
Port Harcourt, Nigeria**

Abstract

The study investigated classroom management strategies for students' academic achievement in public senior secondary schools in Rivers State. Two research questions and two null hypotheses guided the study. The descriptive survey research design was adopted for the study. The population of the study comprised 7,425 teachers in the 268 public senior secondary schools in Rivers State. A sample size of 380 teachers was used for the study. The Taro Yamen technique for minimum sample size determination was used to obtain the sample size. A 14-item instrument titled "Classroom Management Strategies for Students' Academic Achievement Questionnaire (CMSSAAQ)" was used for collecting data. The questionnaire was structured using the five point modified Likert rating scale response pattern of Very High Extent (VHE) = 5 points, High Extent (HE) = 4 points, Moderate Extent (ME) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The face and content validity of the questionnaire were assessed by two experts in measurement and evaluation. The reliability of the instrument was determined through test-retest technique. The Pearson Product Moment Correlation Statistics was used to arrive at a reliability index of 0.80. Mean and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses at 0.05 level of significance. The study found that male and female teachers agreed that appropriate use of time allotted for instructions and manageable class size as classroom management strategies to a high extent enhances students' academic achievement in public senior secondary schools in Rivers State. It was recommended that secondary school teachers should appropriately use the time allotted for instruction in order to reduce the time students' spend working on academic tasks, and the government should ensure that secondary school are provided with appropriate manageable class size to enable students make high grades and teachers give close attention to their students in the teaching-learning process.

Keywords: Classroom Management, Classroom Management Strategies, Students' Academic Achievement, Appropriate Use of Time for Instruction, Manageable Class Size, Public Senior Secondary Schools

Introduction

Two distinct words 'academic' and 'achievement' make up the term academic achievement. Hornby (2010) averred that academic as a term is connected with education, especially studying in schools and universities while achievement is a thing that somebody has done successfully, especially using their own effort and skill. Consequent upon the aforementioned facts therefore, the concept 'academic achievement' can be perceived as something that is connected with education that is done successfully through ones effort and skill. Students' academic achievement is therefore the knowledge, aptitudes, skills, values and attitudes students acquire when they come into the classroom or the school. Students' academic achievement is largely seen as a dependent variable because it is an outcome of a process (e.g. schooling).

In view of the impediments to successful classroom management therefore, it becomes imperative for teachers to adopt strategies to overcome the impediments. Ajayi (2004) asserted that effective teaching-learning process cannot be accomplished without good classroom management. It is imperative for a teacher to be well-equipped with appropriate strategies for managing the classroom to guarantee effective learning. The strategies for classroom management refer to the various means and methods employed to ensure the effective classroom management. It is also, the teacher's ability to plan, organize, direct, coordinate, supervise and control the teaching-learning interaction on a sustained level.

Classroom management strategies are a crucial part of teacher's success in creating a safe and effective learning environment for students' academic achievement. Therefore, teachers should know how to use and apply strategies that will allow and also help students to learn (Zuckerman, 2007). Different scholars have different views on the various strategies that can be used to manage a classroom to enhance students' academic achievement in schools. Within the confines of this study, the use of time allotted for instruction and manageable class size are reviewed as classroom management strategies for enhancing students' academic achievement.

Time as a concept could be perceived in varied perspectives. Hornby (2010) posited that time is what is measured in minutes, hours, days, etc. Ebong (2011) averred that time is an economic phenomenon that cuts across all disciplines and occurs in every sphere of life. In quoting the Biblical Ecclesiastes (3:1-8), Ebong reiterated that there is time to give birth and time for dying, time for healing, time for Killing, time for planning, time for planting and uprooting, time for building, knocking down, sewing, time for loving, hating and to embrace, time for keeping and discarding, time for war, peace and time to search. According to Dawari et al (2013), there is time for everything. Time is the continuing progress of existence measured in seconds, minutes and in hours. It is 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day; meaning that time is the quality of nature which keeps events from happening all at once. Time is a unique resource which is available to all at equal amount, it cannot be accumulated like money or stockpiled like raw materials, it can neither be turned on or off like machine or replaced like a man, it is irretrievable (Olaniyi in Dawari et al, 2013). Time is a

**BLESSING WEY-AMAEWHULE PhD. & NWISAGBO, EBUNOLU AYODELE PhD.
CLASSROOM MANAGEMENT STRATEGIES FOR STUDENTS' ACADEMIC.....**

precious resource which must be well managed along other resources to achieve effective classroom management.

Time allotted for classroom instruction has to be effectively managed in order to achieve educational set goals. Teachers required excellent time management skills to balance their classroom goals, educational needs of the students and hugepaperwork that follows every assignment (The progressive Teacher, n.d) Indeed Editorial Team (2021) revealed that improving your ability to manage time can boost the quality of your work and increase your productivity. This can, in turn, make your move valuable to your employer and create new opportunities for career advancement.

Little and Akin-Little (2008) asserted that unstructured classroom time increases the likelihood of disruptive behaviour, and disruptive behaviour can occupy time reserved for teaching and learning, which directly impacts academics and student's achievement (Clunies-Ross et al, 2008. Frieberg et al., 2009). Matheson and Shriver (2005) averred that the amount of time teachers spend teaching and the amount of time students spend working on academic tasks are both reduced when teachers have to manage students' inappropriate behaviour. In order to prevent the likelihood that these disruptive behaviours occur, little and Akin-Little (2008) contended that academic activities should account for at least seventy percent of classroom-time. However, Hollowed et al in Gettinger and Seibert (2002) stated that only 50 to 60 percent of time that is allotted for instruction is actually used for this purpose.

Ekundayo, Konwea and Yusuf (2010), have cited some instances where most teachers often complain about the lack of time they are given to do or carryout certain educational functions. This is some sign of incompetence, because a good teacher, knowing how important time management is, will make an effective use of the time available and plan what he should teach in classroom. Managing time is a very key issue in life generally because it has the efficacy to produce, minimize distractions and setting priorities, meet up with deadlines and cut off unimportant task, managing things and activities wisely for things to be done effectively with efficiency and accuracy. This is supported by Akomolafe (2005) when he asserted that time management skills are essentially for effective people.

A competent teacher should have those four basic skills in managing time in the classroom: make a decision on what to accomplish; determine the activities to help achieve each goal; make a do list; and set up priorities for each day. Olaniyi (1998) opined that a good time manager manages his/her activities efficiently within the time range. But ironically, most teachers from some research results from Kauchak and Eggen (2008) come to class without a plan on how to manage time and allot important aspects of their teaching. Instead, when time has been mismanaged, the teacher now hurriedly tries to complete the syllabus thereby engaging the students in a "crash-learning" process. James in Olanrewaju (2017) asserted that in the past, teachers who manage their classrooms effectively, use their time well, which show the links between the time that is spent and the achievements of the students' academic performance. Thus, this goes to say that proper use of allotted time is very useful for the exhibition of students' appropriate behaviors in the classroom.

Several research have revealed that students spend most of their time on things and task that are not relevant to their learning therefore, it is the job of the teacher to properly design a

time framework for activities in that learning environment. Time management in the classroom should be designed in a way that it not only takes care of set objective but also for the optimization of students learning. According to Olanrewaju (2017), a competent teacher should be able to design time management of classroom learning in these four different forms which are:

Allocate time:

This is the time allotted for teaching and learning, classroom routines procedure such as announcements and attendance (roll calls). For example, this is what appears in a student's time table schedule, mathematics 8.30-9:10am.

Instructional time:

This mainly is what is left after routine classroom procedures are done. It is the time where teaching and learning activities takes place.

Engaged time:

This has to do with the allotted time for students' active participation in the learning process. It is a time also allotted for giving students some task. This mainly involves students' activities such as asking and answering questions, doing class exercises or class work. It is important to note that this time must be properly moderated by the teacher so as to avoid having a rowdy class, or allow for unnecessary questions by time wasters.

Academic learning:

This is the successful participation of learning activities. Effective time management of a lesson is so crucial, not only in keeping a teacher on schedule and planning a successful day, but it also helps to keep the students interested and motivated in the lesson (Olanrewaju, 2017).

Effective classroom management and control entails teacher's time management skills. The degree of efficiency and success in teaching and learning in the classroom depends on the adequacy of the planning and use of time as a resource. If the time available is well managed, there will be enough time for all the teachers to bring about efficiency and effectiveness in the school programme (Idu, 2012). Time is a very important educational resource. Every activity in the classroom environment is allocated time within which the teaching-learning task is expected to be carried out. Maduagwu and Nwogu in Dawari, Abali and Green (2013) opined that within the school there is time for morning devotion, time for first and last lessons, break time, midterm break, holiday, etc. Therefore, managing the time available in the school setting is important in the dispensation of instruction and acquisition of knowledge.

Time management is very essential in all human endeavour; it is not different in schools since all activities have specific time frame allocated to it. Thus failure on the part of the class teacher to carry out an assigned activity will affect the other activity after it (Dawari et al., 2013). Hence, it is advisable for classroom teachers to do the right thing at the right time in order to ensure effective classroom management and control. Time as an important educational resource has to be managed in order to enhance students' academic achievement. Time management is the efficient and effective utilization of both the teacher and students time for greater productivity. It entails arranging, organizing, scheduling one's time for the sole purpose of generating more work in order to enhance productivity (Dawari et al., 2013). Thus,

**BLESSING WEY-AMAEWHULE PhD. & NWISAGBO, EBUNOLU AYODELE PhD.
CLASSROOM MANAGEMENT STRATEGIES FOR STUDENTS' ACADEMIC.....**

Obi (2003) averred that time management involves identifying tasks to be accomplished; planning and scheduling organizational activities, prioritizing such identified activities, allocating time to the tasks according to their degree of importance. Therefore, time management like any other skill can be learned (Idu, 2012). Oluchukwu (2003) affirmed that time management entails the degree of efficiency and success in teaching and learning in the classroom.

The necessity for time management in classroom management and control cannot be over-emphasized. Olaniyi in Dawari, et al., (2013) contended that the single most important asset a teacher can possess is the skill in managing time. Time management skills are very fundamental for result oriented people. Akomolafe (2005) submitted that people who use these techniques are the highest achievers in all walks of life. The management of time in classroom is very necessary because it helps both the teacher and students to always do the right thing at the right time. Since the tasks to be carried out by both teachers and students in the classrooms environment is critical, time management will afford the individual ample opportunity to prioritize his or her activity (Dawari et al., 2013). They averred that the management of time in classrooms makes work progressive and satisfactory as the expected results (students' academic achievement) are achieved within the specified time frame. It makes the different classroom activities have cohesion, as the achievement of one task leads to the other yet to be achieved. Managing time helps both teachers and students to be productive in both planning and implementation of classroom task set out in the school.

Managing time is the key to managing students in the classroom. But in the Nigerian context some teachers come to class and tell stories that do not have any relationship with what they should be teaching. Some teachers spend so much time cajoling the students. They end up wasting valuable time that should have been put into more profitable use in the teaching-learning process. Time management in classrooms can only be effective if classroom managers are business-like and avoid frivolities. In congruence with the above facts, Oluchukwu (2003) and Ajayi (2007) have postulated the following as reasons why time must be managed effectively: time management reduces misunderstanding and confusion and brings about cohesion; it enhances delegation of duties to staff; it creates opportunity for carrying out the essential duties; it brings about productivity of personnel; and adequate time management makes it easy for staff to meet deadlines.

A class is a category of students that are grouped together because they have similar characteristics which may include age-range, level of intelligence, and so on (Atanda, 2009). Class size refers to the number of students a teacher faces during a given period of instruction. In recent years, there has been a call for manageable (small) class size in public schools in Nigeria. Some researchers have argued on the number of students to be put in a class and how it should be in such a manner that the teachers can control.

Arop, Ekpang and Owan (2018) averred that class size is the total number of students in a class that receive lesson together, interact with one another and share resources with one another within the confines of a classroom. They explained that, it is an important factor in relation to the academic performance of students. Adeyemi (2008) defined class size as an educational tool that can be described as the average number of students per class in a school. There is a consensus among researchers and educationists that, the lower the class size or

teacher-pupil ratio, the better the performance of teachers and students (Arop, Ekpang & Owan, 2018). This is because teachers' and students' performance decreases, as class size increases (Fabunmi, Brai-Abu & Adeniji, 2007). Erasmus in Olanrewaju (2017) argued that twenty-five (25) students may be put in a particular class to enable a teacher control effectively, but if the number exceeds and it is up to forty (40), then an assistant should be given to help out. The Federal Republic of Nigeria (2014) defined small classes as those with 35 – 40 students. It is an irony going into the public secondary schools in Nigeria, where the class most times is more than forty (40) students, and there is an absence of seats, and even when there are seats, the numbers of students are more than the seats available, thereby causing a clustered learning atmosphere.

A good classroom seating arrangement is the cheapest form of classroom management (Jones, 2000). Many competent teachers arrange their classrooms by recommending a particular position of seating for students in order to facilitate instruction and discipline. James in Olanrewaju (2017) advocated that class size should be kept and treated with the "family" kind of consideration when arranged. James further stated that a minimum of fifteen (15) students and maximum of twenty-five (25) students should make up a class size. Lawanson and Olawolu (2011) averred that class size is the most important issue in creating a climate conducive to learning for all students. There is an absence of regulation of class sizes in most secondary schools in Nigeria, especially in the rural schools, and therefore it becomes very difficult for teachers to control the class, and even bond with the students and relate with them like a family.

The federal government of Nigeria in the national policy on education (FRN, 2014) stipulated that the students- teacher ratio for secondary schools is 1:40 but this is not being implemented by most of the state and federal schools. The student- teacher ratio in some schools almost doubles this ratio. Isreal (2008) highlighted that a recent research in Rivers State fixes class size in Bonny Local Government Area of Rivers State at 80 students per teacher. Isreal further stated that other local government areas like Abua/Odual, Andoni, Opobo/Nkoro and Omuma have a student-teacher ratio of 1:70, 1:93, 1:55 and 1:94 respectively. High class size amongst other factors contributes to the dwindling academic standard in public schools (Ademilola, 2008). Class size is one very key variable in education that is not only influential to student learning process, but also key subject of students' learning actions. A research conducted by Krueger finds that students that were randomly assigned to small class size outperformed other students assigned to a large class size by 62% (Google.com). This is to show that the effect of class size in smaller group has a strong role to play in improving students' academic achievement in public secondary schools in Rivers State.

Class size is one factor to consider when evaluating a school's effectiveness (Great Staff School, 2015), considering the fact that student-teacher ratio is critical in determining a class size. Although some studies have shown the relationship between small class size and improved students' academic achievement, but some researchers disagree on how the results have been interpreted. This is because of their considerations on several variables ranging from teacher's competence, quality of the curriculum and the likes; therefore it is somehow difficult to ascertain the true state.

The benefits accruable from manageable class size are enormous. Secondary schools

**BLESSING WEY-AMAEWHULE PhD. & NWISAGBO, EBUNOLU AYODELE PhD.
CLASSROOM MANAGEMENT STRATEGIES FOR STUDENTS' ACADEMIC.....**

students who are in small classes are less likely to be held back a year or besuspended compared with their peers from larger classes. Students from smaller classes are found to be making high grades in school and taking more advanced courses (Finn, Jeremy, Charles & Achilles in Lawanson & Olawolu, 2011). Teachers can focus attention on the whole students (academic, social, emotional development) and generate a deeper understanding of unique strengths and learning needs. The fewer number of students will contribute to the higher order teaching and learning opportunity by improving classroom climate. A family-like atmosphere will emerge and motivate the students to learn as well as promote more academic risk-taking (Lawanson & Olawolu, 2011).

Smith and Glass (2002) maintained that manageable classes are associated with higher achievement at all levels, especially if students' assignments are carefully controlled. They conclude that small classes are superior in terms of students' reactions, teacher morale and the quality of instructional environment. Smaller classes allow teachers to devote more time to instruction and less to classroom management. This is mainly because researches have shown that an increase in students' academic achievement, improvement of teacher's morale, fewer disciplinary issues and improved students retention have been attributed to the cases of reduced class sizes from large to small class numbers (Great Staff School, 2015). Therefore, a factor such as class size should be put into serious consideration if there has to be improved student-teacher relationships in the classroom, and above all improve students' academic achievements, which unfortunately is not the case in most public secondary schools in Nigeria.

The overcrowding situations in the secondary schools make teaching too rigorous for the teachers and learning atmosphere not conducive for the students. This is one of the major contributors to the failure rate of secondary school students in Rivers State. This is because the teacher spends more time on discipline problems rather than instruction (Lawanson & Olawolu, 2011). Taking into cognizance the above facts therefore, manageable class sizes are important for the following reasons: there is gained association with smaller class sizes when reduced to less than 25 students; the association of small classes create stronger bonds; students who come from disadvantaged educational background have the chance to bechallenged and relate with others; a reduction of the class size could reduce the risk of medical impediments due to class congestion; class reduction (small class size) reduces drastically the distractions in the classroom and gives the teacher more time to devote to a child's learning process (Great Staff School, 2015).

Statement of the Problem

When classrooms are made conducive for learning, it improves students' cognitive ability. Unfortunately, the reverse is the case in most of our secondary schools in Rivers State. An intrinsic look at the learning atmosphere and environment is a proof that something is fundamentally wrong and as a matter of fact requires urgent attention to be fixed so as to influence students' academic achievement positively. The most common problems reported by principals are those that relate to behaviour management in the classrooms (Okulovie-Obhoo, 2016). Teachers' capabilities play a major role in classroom management, which enhances lesson delivery. The challenge have been how capable are teachers in managing classrooms, as the academic achievement of secondary school students depends on the delivery of lessons.

The evidence is undeniable; surveys of graduates of secondary schools according to Okulovie-Obhoo indicated that sometimes in an attempt to maintain order in the classrooms, teachers make the problem worse, which leads to implications such as nonchalant attitude towards learning, loss of interest in the subject and eventually to poor academic achievement of students.

Eke (2018) averred that an improper and uncoordinated classroom learning experience would to a greater extent to lead to half-baked learners, and in turn affect their overall achievement in learning. This indicates that the learning environment and classroom organization is key to effective learning. The absence of it causes anxiety and unease mindset which distorts the learning process. Considering these observations, the researcher wonders the extent teachers are aware of, and effectively use time allotted for instruction and appropriate manageable class size in the delivery of their lessons. It is against this background, that this research seeks to investigate classroom management strategies for students' academic achievement in public senior secondary schools in Rivers State.

Purpose of the Study

The main purpose of this study is to investigate classroom management strategies for students' academic achievement in public senior secondary schools in Rivers State. Specifically, the objectives were to:

1. Examine the extent to which appropriate use of time allotted for instruction as a classroom management strategy enhances students' academic achievement as perceived by teachers in public senior secondary schools in Rivers State.
2. Determine the extent to which manageable class size as a classroom management strategy enhances students' academic achievement as perceived by teachers in public senior secondary schools in Rivers State.

Research Questions

The following research questions were answered in this study:

1. To what extent does appropriate use of time allotted for instruction as a classroom management strategy enhance students' academic achievement as perceived by teachers in public senior secondary schools in Rivers State?
2. To what extent does manageable class size as a classroom management strategy enhance students' academic achievement as perceived by teachers in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested in this study at 0.05 level of significance:

1. *There is no significant difference between the mean perceptions of male and female teachers on the extent to which appropriate use of time allotted for instruction as a classroom management strategy enhances students' academic achievement in public senior secondary schools in Rivers State.*
2. *There is no significant difference between the mean perceptions of male and female teachers on the extent to which appropriate manageable class size as a classroom management strategy enhances students' academic achievement in public senior secondary schools in Rivers State.*

Methodology

The study adopted the descriptive survey design with a population of 7,425 teachers in the 268 public senior secondary schools in Rivers State (source: RSSSSB, 2018). The sample size comprised 380 teachers. Taro Yamen technique was used to place the 268 public senior secondary schools in the state under three senatorial districts. Rivers East senatorial district had 102 schools comprising of 4,001 teachers, Rivers South East had 71 schools comprising of 1,710 teachers while Rivers West had 95 schools comprising 1,714 teachers. The purposive sampling was used to select 204 teachers in Rivers East, 86 teachers in Rivers South East and 90 teachers in Rivers West making up the 380 teachers used for the study. A validated 16 – item instrument tagged “Classroom Management Strategies for Students’ Academic Achievement Questionnaire (CMSSAAQ)” developed by the researcher was used for data collection. The instrument was structured using the 5-point summated rating scale of Very High Extent (VHE) = 5 points, High Extent (HE) = 4 points, Moderate Extent (ME) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point.

To ascertain the reliability of the research instrument, a test-retest technique was adopted. The responses were collated and analyzed using Pearson Product Moment Correlation Co-efficient (Pearson r.) that yielded a reliability index of 0.80. Out of 380 copies of questionnaire administered, only 368 (182 male and 186 female teachers) were correctly filled and retrieved, representing 97% retrieval rate. This was used for the study. Mean and standard deviation statistics were used to answer the two research questions while z-test statistics was used to test the two null hypotheses at 0.05 level of significance.

In scoring the questionnaire, decisions were taken based on the mean of the boundary limits of five responses pattern of VHE, HE, ME, LE, and VLE. Any value from 4.50 – 5.00 was regarded as Very High Extent, any value from 3.50 – 4.49 was regarded as High Extent, any value from 2.50 – 3.49 was regarded as Moderate Extent, any value from 1.50 – 2.49 was regarded as Low Extent, and any value from 1.00 – 1.49 was regarded as Very Low Extent. A null hypothesis was accepted when the calculated z-value was less than the critical z-value of 1.96 and rejected when the calculated z-value was greater than the critical z-value of 1.96.

Results

Research Question 1:

To what extent does appropriate use of time allotted for instruction as a classroom management strategy enhance students’ academic achievement as perceived by teachers in public senior secondary schools in Rivers State?

Table 1: Perceptions of Male and Female Teachers on the Extent Appropriate Use of Time Allotted for Instruction as a Classroom Management Strategy Enhances Students’ Academic Achievement

| S/N | Questionnaire Items | Male Teachers N=182 | Remarks | Female Teachers N = 186 | Remarks | | |
|-----|---|---------------------|---------|-------------------------|---------|------|-------------|
| | | X_m | | x_f | | | |
| | | M | SD | SD_f | | | |
| 1. | The amount of time students spend working on academic tasks | 4.18 | 0.93 | High Extent | 3.96 | 1.06 | High Extent |

| | | | | | | | |
|----|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | <i>is reduced when teachers appropriately use the time allotted for instruction.</i> | | | | | | |
| 2. | Appropriate use of time is useful for the exhibition of students' appropriate behaviours in the classroom | 4.02 | 1.04 | High Extent | 3.82 | 1.12 | High Extent |
| 3. | Appropriate use of time allotted for instruction helps students to always do the right thing at the right time | 4.01 | 1.05 | High Extent | 4.17 | 0.93 | High Extent |
| 4. | Students are afforded ample opportunity to prioritize their classroom activities when time is appropriately used | 3.86 | 1.12 | High Extent | 4.05 | 1.05 | High Extent |
| 5. | The management of time in the classrooms makes students' work progressive and satisfactory as the expected results are achieved within the specified time frame | 3.81 | 1.13 | High Extent | 4.03 | 1.01 | High Extent |
| 6. | Managing time helps students to be productive in planning and implementation of classroom task set out in the school | 3.79 | 1.19 | High Extent | 3.99 | 1.04 | High Extent |
| 7. | Time management reduces misunderstanding and confusion and confusion brings about cohesion in students' task performance | 3.75 | 1.18 | High Extent | 4.01 | 1.08 | High Extent |
| | Grand Mean/SD | 3.92 | 1.09 | | 4.00 | 1.04 | |

Source: Field survey, 2020

The data on Table 1 revealed the extent to which appropriate use of time allotted for instruction as a classroom management strategy enhance students' academic achievement as perceive by teachers in public senior secondary schools in Rivers State. Items 1, 2, 3, 4, 5, 6, and 7 with mean values of 4.18, 4.02, 4.01, 3.86, 3.81, 3.79, 3.75 and standard deviation values of 0.93, 1.04, 1.05, 1.12, 1.13, 1.19 and 1.18 for male teachers; and mean values of 3.96, 3.82, 4.17, 4.05, 4.03, 3.99, 4.01 and standard deviation values of 1.06, 1.12, 0.93, 1.05, 1.01, 1.04 and 1.08 for female teachers respectively fell within the range of high extent.

Therefore, with a grand mean of 3.92 for male teachers and 4.00 for female teachers, it was evident that male and female teachers agreed that appropriate use of time allotted for instruction as a classroom management strategy to a high extent enhance students' academic achievement in public senior secondary schools in Rivers State.

Research Question 2:

To what extent does appropriate manageable class size as a classroom management strategy enhance student's academic achievement as perceived by teachers in public senior secondary schools in Rivers State?

Table 2: Perceptions of Male and Female Teachers on the Extent Appropriate Manageable Class Size as a Classroom Management Strategy Enhances Students' Academic Achievement

**BLESSING WEY-AMAEWHULE PhD. & NWISAGBO, EBUNOLU AYODELE PhD.
CLASSROOM MANAGEMENT STRATEGIES FOR STUDENTS' ACADEMIC.....**

| S/N | Questionnaire Items | Male Teachers N=182 | | Remarks | Female Teachers N = 186 | | Remarks |
|-----|---|----------------------|-------------|-------------|-------------------------|-----------------------|-------------|
| | | <i>X_m</i> | <i>SD</i> | | <i>x_f</i> | <i>SD_f</i> | |
| | | <i>M</i> | | | | | |
| 8. | Manageable class size provides a conducive climate for effective learning of students. | 4.018 | 1.04 | High Extent | 3.91 | 1.15 | High Extent |
| 9. | Stronger bonds among students are created due to manageable class size. | 3.97 | 1.01 | High Extent | 3.55 | 1.27 | High Extent |
| 10. | Manageable class size reduces the risk of medical impediments due to congestion. | 4.03 | 1.00 | High Extent | 3.55 | 1.27 | High Extent |
| 11. | Students' distraction in the classroom is reduced due to manageable class size is appropriately used | 3.98 | 1.10 | High Extent | 4.01 | 1.01 | High Extent |
| 12. | Manageable class size enables Students to discover their strengths and learning needs. | 4.13 | 0.92 | High Extent | 3.80 | 1.17 | High Extent |
| 13. | Manageable class size enable Students to make high grades as they are given close attention. | 3.87 | 1.16 | High Extent | 3.85 | 1.15 | High Extent |
| 14. | Students' are motivated to learn As well as promote more academic risk-taking due to manageable class size. | 3.99 | 1.04 | High Extent | 3.79 | 1.11 | High Extent |
| | Grand Mean/SD | 4.00 | 1.04 | | 3.77 | 1.15 | |

Source: Field Survey, 2020.

The data on Table 2 revealed the extent to which manageable class size as a classroom management strategy enhances students' academic achievement as perceived by teachers in public senior secondary schools in Rivers State. Items 8, 9, 10, 11, 12, 13 and 14 with mean values of 4.01, 3.97, 4.03, 3.98, 4.13, 3.87, 3.99 and standard deviation values of 1.04, 1.01, 1.00, 1.10, 0.92, 1.16, and 1.04 for male teachers; and mean values of 3.91, 3.55, 3.71, 4.01, 3.80, 3.85, 3.79 and standard deviation values of 1.15, 1.27, 1.20, 1.01, 1.17, 1.15 and 1.11 for female teachers respectively fell within the range of high extent. Therefore, with a grand mean of 4.00 for male teachers and 3.77 for female teachers, it was evident that male and female teachers agreed that manageable class size as a classroom management strategy to a high extent enhance students' academic achievement in public senior secondary schools in Rivers State.

Hypothesis 1:

There is no significant difference between the mean perceptions of male and female teachers on the extent to which appropriate use of time allotted for instruction as a classroom management strategy enhances students' academic achievement in public senior secondary schools in Rivers State.

Table 3: Z-test Analysis of Difference in Perceptions between Male and Female

**Teachers on the Extent to which Appropriate Use of Time Allotted for
Instruction Enhances Students' Academic Achievement**

| Respondents | N | x | SD | DF | Level of Sign. | Z-Cal | Z-Crit. | Decision |
|-----------------|-----|------|------|-----|-------------------|-------|---------|------------------------------------|
| Male Teachers | 182 | 3.92 | 1.09 | 366 | 0.05 | -0.72 | 1.96 | H ₀₁ : Failed to reject |
| Female Teachers | 186 | 4.00 | 1.04 | | | | | |

Source: Field Survey, 2020

Table 3 showed a summary of mean, standard deviation and z-test of difference between male teachers and female teachers on the extent to which appropriate use of time allotted for instruction as a classroom management strategy enhance students' academic achievement. The z-test statistics calculated and used in testing the hypothesis stood at -0.72 while the critical z-value stood at 1.96, using 366 degree of freedom at 0.05 level of significance. Since the calculated z-value was less than the critical z-value, the researcher therefore, failed to reject the null hypothesis of no significant difference between the mean perceptions of male and female teachers on the extent to which appropriate use of time allotted for instruction as a classroom management strategy enhance students' academic achievement in public senior secondary schools in Rivers State.

Hypothesis 2:

There is no significant difference between the mean perceptions of male and female teachers on the extent to which manageable class size as a classroom management strategy enhances students' academic achievement in public senior secondary schools in Rivers State.

**Table 4: Z-test Analysis of Difference in Perceptions between Male and Female
Teachers on the Extent to which Manageable Class Size Enhances Students' Academic
Achievement**

| Respondents | N | x | SD | DF | Level of Sign. | Z-Cal | Z-Crit. | Decision |
|-----------------|-----|------|------|-----|-------------------|-------|---------|----------------------------|
| Male Teachers | 182 | 4.00 | 1.04 | 366 | 0.05 | 2.01 | 1.96 | H ₀₂ : Rejected |
| Female Teachers | 186 | 3.77 | 1.15 | | | | | |

Source: Field Survey, 2020

Table 4 shows a summary of mean, standard deviation and z-test of difference between male and female teachers on the extent to which manageable class size as a classroom management strategy enhances students' academic achievement. The z-test statistics calculated and used in testing the hypothesis stood at 2.01 while the critical z-value stood at 1.96, using 366 degree of freedom at 0.05 level of significance. Since the calculated z-value was greater than the critical z-value, the researcher therefore, rejected the null hypothesis of no significant difference between the mean perceptions of male and female teachers on the extent to which manageable class size as a classroom management strategy enhances students' academic achievement in public senior secondary schools in Rivers State.

Discussion of Findings

The z-test analysis of difference in perceptions between male and female teachers on the extent to which appropriate use of time allotted for instruction enhances students'

BLESSING WEY-AMAEWHULE PhD. & NWISAGBO, EBUNOLU AYODELE PhD.
CLASSROOM MANAGEMENT STRATEGIES FOR STUDENTS' ACADEMIC.....

academic achievement revealed that there is no significant difference in their mean perceptions. The results from the findings of this study revealed that the amount of time students spend working on academic tasks is reduced when teachers appropriately use the time allotted for instruction; appropriate use of time is useful for the exhibition of students' appropriate behaviours in the classroom; appropriate use of time allotted for instruction helps students to always do the right thing at the right time; students are afforded ample opportunity to prioritize their classroom activities when time is appropriately used; the management of time in the classrooms makes students work progressive and satisfactory as the expected results are achieved within the specified time frame; managing time helps students to be productive in planning and implementation of classroom task set out in the school; and time management reduces misunderstanding and confusion and brings about cohesion in students' task performance.

The above findings are in agreement with Matheson and Shriver (2005) who averred that the amount of time teachers spend teaching and the amount of time students spend working on academic tasks are both reduced when teachers have to manage students' inappropriate behaviour. Olanrewaju (2017) affirmed that proper use of allotted time is very useful for the exhibition of students' appropriate behaviours in the classroom. Akomolafe (2005) submitted that the management of time in classroom is very necessary because it helps both the teacher and students to always do the right thing at the right time. Since the tasks to be carried out by both teachers and students in the classrooms environment is critical, time management will afford the individual ample opportunity to prioritize his or her activity (Dawari et al., 2013). Dawari et al. (2013) averred that the management of time in classrooms makes work progressive and satisfactory as the expected results are achieved within the specified time frame. It makes the different classroom activities have cohesion, as the achievement of one task leads to the other yet to be achieved. Managing time helps both teachers and students to be productive in both planning and implementation of classroom task set out in school.

The z-test analysis of difference in perceptions between male and female teachers on the extent to which manageable class size enhances students' academic achievement revealed that there is significant difference in their mean perceptions. The findings of this study revealed that appropriate manageable class size provides a conducive climate for effective learning of students; stronger bonds among students are created due to manageable class size; manageable class size reduces the risk of medical impediments due to congestion; students' distraction in the classroom is reduced due to manageable class size; manageable class size enable students to discover their strengths and learning needs; manageable class size enable students to make high grades as they are given close attention; and students are motivated to learn as well as promote more academic risk-taking due to manageable class size.

The above findings are in agreement with Lawanson and Olawolu (2011) who stated that class size is the most important issue in creating a climate conducive to learning for all students. Finn, Jeremy, Charles and Achilles in Lawanson and Olawolu (2011) agreed that students from smaller classes are found to be making high grades in school, teachers can focus attention on the whole students (academic, social, emotional, development) and generate a deeper understanding of unique strengths and learning needs. The fewer number of students

will contribute to the higher order teaching and learning opportunity by improving classroom climate. A family- like atmosphere will emerge and motivate the students to learn as well as promote more academic risk-taking (Lawanson & Olawolu, 2011). Smith and Glass (2002) maintained that manageable classes are associated with higher achievement at all levels, especially if students' assignments are carefully controlled. Students who come from disadvantaged educational background have the chance to be challenged and relate with others (Great Staff School, 2015).

Conclusion

Managing classrooms for effective teaching and learning is a task that must be accomplished in the present circumstance. There are many strategies that could be employed to bring about effective management of classrooms in our secondary schools. Amongst the strategies that could be employed are appropriate use of time allotted for instructions and manageable class size. When teachers appropriately use the time allotted for instruction, the amount of time students spend working on academic tasks is reduced, and manageable class size creates stronger bonds among students.

Recommendations

Based on the findings of this study, the following were recommended by the researcher:

1. Secondary school teachers should appropriately use the time allotted for instructions in order to reduce the time students spend working on academic tasks.
2. The government should ensure that secondary schools are provided with appropriate manageable class size to enable students make high grades and teachers give close attention to their students in the teaching-learning process.

References

- Ademilola, B. (2008, June 8). Who wants to be a teacher? Tell Magazine, Nigeria, 6(19), 21.
- Adeyemi, T. O. (2008). Organizational climate and teachers' job performance in primary schools in Ondo State. Retrieved from www-medwelljournals.com/abstract/%3
- Ajayi, I. A. (2004). Social science methods. Ado-Ekiti: Green Line Publishers. Ajayi, I. A. (2007). Issues in school management. Lagos: Bolaboy.
- Akomolafe, C. O. (2005). Principals time management abilities in secondary schools in Nigeria. Nigerian Journal of Educational Administration and Planning, 5(1), 58 – 67.
- Arogundade, B. B. (2009). Classroom management in education. In J. B. Babalola & A. O. Ayeni (Eds). Educational Management: Theories and Tasks. Lagos: Macmillan Publishers.
- Arop, F. O., Ekan, M. A., & Owan, V. J. (2018). Management of school related variables and teachers' job effectiveness in secondary schools in Calabar South local government area of Cross River State, Nigeria. International Journal of Social Sciences and Management Research, 4(8),90 – 100.
- Atanda, A. I. (2009). Classroom management in education. In J. B. Babalola & A. O. Ayeni

**BLESSING WEY-AMAEWHULE PhD. & NWISAGBO, EBUNOLU AYODELE PhD.
CLASSROOM MANAGEMENT STRATEGIES FOR STUDENTS' ACADEMIC.....**

- (Eds). Educational Management: Theories and Tasks. Lagos: Macmillan Publishers.
- Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour. *Educational Psychology*, 28, 693 – 710.
- Dawari, I. H., Abali, S. O., & Green, D. (2013). Effective time management for quality education in secondary schools in Rivers State. *African Journal of Educational Research and Development*, 6(1), 204 – 212.
- Ebong, J. M. (2011). Timing the work, watching the time: The key for productivity. Inaugural Lecture Series No 82. University of Port Harcourt.
- Ehiamezor, E. T. (1985). Classroom management: A guide to evaluation and methods. Ibadan: Evans Brothers.
- Eke, S. (2018). Effect of video based instructional strategy on students' achievement in chemistry in senior secondary schools in Ogba/Egbema/Ndoni Local Government Area. Unpublished Masters Dissertation. Rivers State University. Port Harcourt.
- Ekundayo, H. T., Konwea, P. E., & Yusuf, M. A. (2010). Towards effective time management among lecturers in Nigerian universities. *Journal of Emerging Trends in Educational Research and Policy Studies*, 1(1), 22 – 24.
- Fabunmi, M., Brai-Abu, P., & Adeniji, I. A. (2007). Class factors as determinants of secondary school students' academic performance in Oyo State, Nigeria. *Journal of Social Science*, 14(3), 243 – 247.
- Federal Republic of Nigeria (2014). National policy on education. Lagos: NERDC Press.
- Freiberg, H. J., Huzinec, C. A., & Templeton, S. M. (2009). Classroom management- a pathway to student achievement: A study of fourteen inner-city elementary schools. *The Elementary School Journal*, 110, 63 – 80.
- Gettinger, M., & Seibert, J. K. (2002). Best practices in increasing academic learning time. In A. Thomas (Ed.). *Best Practices in School Psychology IV*. Bethesda, MD: National Association of School Psychologists.
- Great Staff School (2015). Education in action. Retrieved 20th June 2016 from google.com.