

# IMPACT OF CLASSROOM MANAGEMENT AND CLIMATE ON STUDENT'S ACADEMIC PERFORMANCE IN SECONDARY SCHOOL IN KATSINA ZONAL EDUCATION QUALITY ASSUARANCE, KATSINA STATE

**KAMALADEEN YARO LAWAL**

Department of Education, Hassan Usman Katsina Polytechnic, Katsina  
kamaladeenyarolawal@gmail.com

## **Abstract**

This study investigated impact of classroom management and climate on students' academic performance in secondary school in Katsina Zonal Education Quality Assurance, Katsina State. The study has two research objectives, and two research questions, which include determining the effect of classroom management on academic performance among Secondary School students' in Katsina Zonal Education Quality Assurance. A descriptive research design was adopted for the study and a simple random sampling technique was used to select two hundred and ninety seven (297) teachers from the population of one thousand three hundred and twenty four (1324). Researcher-made questionnaire titled "Effective Classroom Management, classroom climate and Students' Academic Performance Questionnaire" (ECMACLASAPQ). Simple percentage was used in answering research questions. Results revealed that classroom management is a major contributor to academic performance of secondary school students' in Katsina Zonal Education Quality Assurance. The result further revealed students' improved their academic performance in the presence of conducive classroom condition or climate and also tend to reduce their level of academic performance in the absence of good or conducive classroom. This review explores the key components of effective classroom management and climate that can be used to promote students' behavior and academic success. Finally, some recommendations were made, which include, Teachers should ensure good and effective approach of classroom management in teaching and learning. And also Educational stakeholders should visits schools and ensure effective management of facilities in both rural and urban schools.

**Keywords:** classroom, management, classroom climate, academic performance, environment.

## **Introduction**

Education is widely recognized as vital and indicator for the development of the nation. One of the basic purposes of education is to produce trained human resources, which overcome development impediments of a given country. Education is the strongest Instrument that brings about an all-round development that cuts across all aspects of human struggles. The National Policy on Education (NPE 2014) also states that education is an Important Instrument for National Development being that the formation of the mind and integration of ideas as well as interactions of persons and ideas are aspect of national development.

Classroom Management is a term used by many teachers to describe the process of ensuring that classroom lessons run. Smoothly despite disruptive behavior by students'. The term also implies the prevention of

disruptive behavior in classroom environment. Classroom management can also be defined as a systematic way of controlling and Coordinating students' and other Instructional resources during teaching and learning process for maximum performance of lesson Objectives. Classroom Management and climate are critical aspects of teaching and learning that can significantly impact students' academic performance. Effective classroom Management and climate practices promote positive learning environment, where students' feel safe, respected and engaged. On the other hand, poor classroom climate and Management practices can lead disruptive behavior, decreased students' motivation, and lower academic performance (Morse, 2012).

According to Umoren (2010), the concept of classroom management is broader than the notion of students' 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. Morse (2012), relates that classroom management involves curtailing learner's disruptive behaviors such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students' who suffer from poor sight (vision), poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. Classroom Climate may be defined as the social, physical, emotional, and intellectual environment of a classroom, it allows students' to Obtain Knowledge from social Interactions with teachers.

### **Concept of Management**

Management of secondary schools has been a central theme in secondary school reform in Nigeria. Chike-Okoli (2005) states that educational management is the ability of the educational manager to judiciously utilize the human, material, financial and the time resources towards the effective achievement of the objectives of the educational institutions. Ogbonnaya (2009) views educational management as being concerned with the planning and formulation of education policies or programmes with a view to achieving educational goals. He states that alternatively, educational management can be defined as the application of the process of planning, organizing, coordinating, controlling and evaluating human and material resources. Indeed the application of all these resources to attain the goals of imparting and acquiring knowledge and skills is technically called education. It is perhaps proper to assume based on the above submissions, that educational management is preoccupied with the meticulous searching, channeling, monitoring and evaluation of all kinds of resources for the purpose of achieving the goal of learning and transmission of knowledge.

According to Babalola (2006), educational management is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. Babalola adds that it is using carefully (that is to manage or economize) available scarce resources through co-operative efforts when establishing institutions of learning, enrolling learners, attracting best staff, conducting teaching, learning and research as well as graduating learners at all levels of education in an efficient and effective manner.

When classroom management is viewed in a more wider and holistic sense, incorporating every element of the classroom from lesson delivery to classroom environment becomes important (Nicholas, 2007). According to Nicholas (2007), this includes creating organized and orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, and dealing with the procedural demands of the classroom. This view of classroom management contrasts to a more narrow view of classroom management as it deals with just discipline and control. 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'.

## Objectives of the Study

1. To ascertain the role of classroom management on students' academic performance.
2. To ascertain the role of classroom climate on students' academic performance.

## Research Questions

1. What is the influence of classroom management on students' academic performance?
2. What is the influence of classroom climate on students' academic performance?

## Statement of the Problems

One of the problem affecting our educational system is un-conducive classroom environment in the secondary school has posed problems to students' academic performance over many decades ago. This problems has been increase on day basis. Its prevalence has attracted the concern of the leader and parents, the guidance and many researchers. The effective classroom management and climate, are been discussed at educational seminars, and workshops, with effort aimed at bringing solution to the problem of students' poor academic performance of secondary school.

In most cases classroom teachers become tired of using verbal Instruction in attempt to establish effective classroom management and climate, but this method along does not produce desired results. One of the most difficult tasks that a teacher faces is classroom management. The number of students' that each teacher is responsible for is increasing. The funds for support staff to help in the classroom are decreasing. This combination means that educators need to learn the implementation of classroom skills so that the students' can learn.

## Scope of Classroom Management and Climate in Educational Setting

Classroom Management is a term used by many teachers to describe the process of ensuring that classroom lessons run smoothly, despite disruptive behavior by students'. Classroom management is a critical aspect of teaching that can significantly impact students' academic performance. Effective classroom management practice promote a positive learning event , where students' feel safe, respected and engaged on the other hand poor management practices can lead to disruptive behavior, decreased students' academic motivation, and lower academic performance. This review examines the research on classroom management and its impact on students' academic performance

Effective classroom management and climate involves several key components, including establishing clear expectations and routines, building positive relationships with student, and providing meaningful feedback. Teacher who establish clear expectations and routine create a structured environment that promote learning and engagement. Building positive relationships with students' involves creating a supportive Learning community where students' feel valued and respected. Providing meaningful feedback to students' helps them understand their strengths and areas for improvement which can enhance their academic performance. The teachers can create a positive classroom climate by promoting a growth Mindset, encouraging students' autonomy and providing opportunities for students' voice and choice. Research has shown that students' who have a growth mind set and believe that their ability to learn is not fixed but can be improved with effort me more likely to achieve academically.

## Strategies for Effective Classroom Management and Classroom Climate

Several strategies can be used to promote effective classroom management and improve students' academic performance. One strategy is to use positive reinforcement to encourage desired behavior. This can involve providing praise, reward, or recognition for academic performance or positive behavior. Another strategy is to establish clear consequences for negative behavior, such as loss of privileges or extra assignment. Teachers can also use proactive strategies, such as building with students'. Selling clear

expectations and providing a stimulating learning environment, to prevent negative behavior from occurring. Strategies for effective management of classroom climate Include:

1. Building positive relationship
2. Arrange the physical environment
3. Set high academic expectation
4. Provide positive reinforcement
5. Be open to feedback
6. Offer praise
7. Use non-verbal communication

### **Effect of Classroom Management on Students' Academic Performance**

Research suggests the effective classroom management can significantly impact students' academic performance. A meta-analysis of 68 studies found that classroom management strategies, such as establishing clear expectations, positive reinforcement, and behavior modification, had a positive effect on students' academic performance (Marzaino, & Pickering, 2003). Other studies have found that effective classroom management can lead to increased students' engagement, motivation and performance (Brophy, 2006; Emmer & Sabornie, 2015). Classroom management significantly also influence secondary school academic performance. These is in line with the view of Ndiyo to (2011), which asserted that among the factors that influence students' academic performance, teachers efficiency in classroom management stands out as the most. Bakers (2000) stated that effective classroom techniques support and facilitate effective teaching and learning, in so doing promoting students' academic performance.

The result is also in line with the opinion of Wang (2009), who opened that mastering effective classroom management techniques and the applying them appropriately is based competence for teachers who wish to significantly influence their students' academic performance. Sequence to the above discussion, it is deduce that academic performance among secondary school students' in Katsina Zonal Education Quality Assurance is significantly influence by teacher classroom management.

### **Effect of Classroom Management**

Effective classroom management by Teachers and Educational Administrators resulted to the following positive contributions as suggested by Okwori and Ede (2012).

1. Create an environment for students' that allows them to learn without distractions.
2. Reduce poor behavior and distractions so students' are focused on learning.
3. Facilitates social and emotional development.
4. Promote positive interactions between peers and decrease bullying.
5. Allows for more time to be focused on teaching and learning.

### **Poor Classroom Management in School Setting**

1. Disruptive and chaotic classrooms which lead to teachers stress and burnout.
2. Lack of focus on teaching and a hostile environment for learning.
3. Students' are unclear of what expected to them.
4. Overpraising of students' for expected behaviours resulting in lowered expectations.
5. Lack of rules, routines and preparation.

### **Effect of Classroom Climate on Students' Academic Performance**

Classroom climate was positively associated with academic performance. Classroom climate is an essential factor related to students' academic performance. Classroom climate has been found to have a direct and significant relationship with academic performance among secondary school students'.

Therefore, teachers should create a positive classroom climate and promote students’ engagement, so as to improve their academic performance.

**Methodology**

The survey design was adopted to determine the impact of classroom management and climate on students’ academic performance among Secondary School students’ in Katsina Zonal Education Quality Assurance Katsina State. The survey design allowed for selection of sample that would represent a large population such as in this study. The population comprises all teachers in the twenty five (25) public senior secondary schools in Katsina Zonal Education Quality Assurance. A simple random sampling technique was used to select a sample of two hundred and ninety seven (297) teachers based on the recommendation of Research Advisor (2006) from the population of one thousand three hundred and twenty four (1,324). The Researcher-made questionnaire titled “Effective Classroom Management, classroom climate and Students’ Academic Performance Questionnaire” (ECMACLASAPQ) was used to elicit responses from the subjects. Experts in the field of Test and Evaluation critically scrutinized the contents of the questionnaire. The instrument has two sections. Section A collects respondents’ demographic data, while section B has 10 items which measures the relationship between effective classroom management, classroom climate and students’ academic performance in secondary schools. The instrument had a 4–point rating scale as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

**Results**

**1. Table1: What is the influence of classroom Management on students’ academic performance?**

S/No	Items of Questionnaire	SA	A	D	SD	Total	the (%)	(%)	(%)	(%)	(%)	(%)		
1	The Management students’ academic performance in Secondary Schools	197	50	0	30	20	297	classroom			(66)	(16.66)		
2	Poor classroom Management results in poor Academic Performances at the end year school examinations	247	30	5	10	5	297				(1.67)	(3.33)	(1.67)	(100)
3	Classroom		207	45	10	20	15	297						

Management affects the students' future status after their school days	(70)	(15)	(3.33)	(6.67)	(5)	(100)
4 Inadequate teachers classroom Management in secondary schools leads to the production of school drop-	247	30	0	15	5	297
	(83.33)		(11)		(5)	(100)
					(1.67)	

outs

5 Effective (6.67) (5)	262	20	0	15	0	297	classroom	(88.33)
Management indirectly improve the academic performance of students'.	directly		or					

Question 1 shows that One hundred and ninety-seven 197 respondent representing (66%) of the respondent strongly agreed that classroom Management by teachers increase the level of students' academic performance in Secondary Schools, 50 respondents (16.66%) equally agreed to the statement, while 30 respondents (10 %) strongly disagreed to the assertion.

Question 2, 247 (83.3%) respondents strongly agreed that Poor classroom Management results in poor Academic Performances at the end year school examinations, 30 respondents (10%) are in agreement with the assertion, 5 (1.67%) respondents are disagreed on the assertion whereas 10 (3.33%) strongly disagreed with the statement.

Question 3 also shows 70% (207) of the respondents strongly agreed to the assertion that classroom management affects the students' future status after their school days, 45 of the respondents also agreed with the statement, 10 (3.33%) are disagreed on the issue, while 20 (6.67%) strongly agreed and disagreed with the assertion.

Question 4 More so, on the Inadequate classroom Management in secondary schools, 83.33% of the respondents strongly agreed that inadequate classroom management in secondary schools leads to the production of school drop-outs, 30 also were in agreement with the statement, while 15 and 5 strongly disagreed and agreed with the assertion.

Question 5, 262 (88.33) of the respondents strongly agreed that, effective classroom management directly or indirectly improve the academic performance of students', 6.67% agreed with the statement, while the remaining 15 respondents totally disagreed with the statement. The implication of this analysis is that classroom management is a major contributing factor to academic performance of students' in secondary schools, based on the responses obtained from majority of the respondents which indicates that classroom management is a major contributor to academic performance of secondary school students' in Katsina Zonal Education Quality Assurance.

**1. Research Question Two: What is the influence of classroom climate on students' academic performance?**

No	Acts that Conute Truancy	SA (%)	A (%)	D (%)	SD (%)
6	Students’ engage in other academic activities when the classroom is conducive	168 (56.66)	69 (23.33)	10 (3.33)	10 (3.33)
7	Students’ are motivated to learn in the classroom with furniture, windows, doors, drawers and ventilation/fan	197 (66)	60 (16.66)	0	30 (10)
8	Students’ read very well and prepare for the examination in a well-conducive classroom	178 (60)	50 (16.66)	20 (6.67)	10 (3.33)
9	Students’ improve their academic performance and come to school regularly when classroom is favorable	163 (55)	55 (18.33)	0	57 (19.33)
10	Poor classroom conditions reduce students’ academic performance and interest in learning.	217 (73.33)	50 (16.67)	0	20 (6.67)

**Table 2: Influence of classroom climate on students’ academic performance**

Response on the on acts constituting truancy among secondary school students’, Question 6 shows that 168 (56.66) of the respondents strongly agreed that Students’ engage in other academic activities when the classroom is conducive, 69 (23.33) respondents were in support of the statement, 10 (3.33) were disagree on the matter, while 10 (3.33) strongly disagreed with the statement. Question 7 also shows that 197 (66) of the respondents believed that Students’ are motivated to learn in the classroom with furniture, windows, doors, drawers and ventilation/fan, 60 (16.66) respondents support the argument, whereas 30 (10%) respondents totally disagreed with the statement. Question 8, indicated 178 (60) of the respondents believed that Students’ read very well and prepare for the examination in a well-conducive classroom, 50 respondents agreed with the statement, 20 (6.66) were disagreed on the statement, while 10 (3.33) strongly disagreed with the statement.

Question 9 in the table also revealed that 163 (55%) respondents believed that Students’ improve their academic performance and come to school regularly when classroom is favorable, 55 (18.33%) respondents also agreed, 57 (19.33%) respondents totally disagreed with the statement, Question 10, 217 (73.33%) respondents strongly agreed that Poor classroom conditions reduce students’ academic performance and interest in learning, 50 (16.67%) respondents support the assertion, 20 (6.67%) strongly disagreed with the statement. The implication of this analysis is that students’ improved their academic performance in the presence of conducive classroom condition or climate and also tend to reduced their level of academic performance in the absence of good or conducive classroom climate based on the responses obtained from majority of the respondents which are the major effect of the students’ academic performance in Secondary Schools in Katsina Zonal Education Quality Assurance.



## Discussion of Findings

Most of the literature reviewed seems to have agreed with finding of this study. The classroom environment and climate in which a particular lesson take place is also find out in this study as being so crucial if students' academic performance is to be actualized. Cooper (2002) point out that a good classroom climate and classroom environment provides for a productive rather than disruptive conversion among students' thus, classroom and lesson should be structured in particular way.

## Recommendations

1. Teachers should ensure good and effective approaches of classroom management principles in the teaching and learning.
2. Educational school inspectors should ensure and properly guide teachers on how to control their classroom for teaching and learning to take place.
3. Educational stakeholders should visits schools and ensure effective management of facilities in both rural and urban schools.
4. Teachers should always play attention to their classroom management skills so that it affect students' academic performance positively.
5. Teachers should provide conducive environment through motivating and arrangement of their classroom.

## Conclusion

The effective classroom management and conducive classroom climate have the potentiality to improve the academic performance among students' and improve teaching and learning process in Katsina Zonal Education Quality Assurances.

Effective classroom management is critical to students' academic performance. Teachers who establish clear expectations and routines build positive relationship with students' and provide meaningful feedback can creates learning environment that is conducive to academic Success.

Strategies such as positive, reinforcement clear Consequences for negative behavior and proactive management can promote positive behavior and enhance students'' performance. Teachers should strive to implement effective classroom management practices to promote academic success for all students'.

## References

- Baker B.O. (2000). *Effective Classroom Management Techniques in the Teaching Profession*. New York: Lori Publisher.
- Ndiyo, P.S. (2011). *Impact of classroom management on students' academic performance*. Umuahia: Chuks Press, Nigeria
- Wang et al (2009). *Classroom management: The key to academic performance*. Jos:Competent Publishing company, Nigeria.
- Marzona, R.E. (2008). *Teachers Effectiveness in the Classroom*. Ilorin: Gashen print, Nigeria.
- Umoren, I. P. (2010). *The concept of Classroom Management in Modern Society*. Uyo: MGO Nigerian publishers.
- Bassey, B. A. (2012). *A Wider View of Classroom Management*. Uyo: Ekong Publishing House, Nigeria.
- Nicholas, A. A. (2007): *Classroom Climate and students'' Behaviour*. Kaduna: Bill Graphics and Press, Nigeria.

