Teachers' Classroom management and Quality Assurance of Students' Learning Outcome in Secondary Schools in Ondo State, Nigeria

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Abstract. The study assessed teachers' classroom management strategies, the level of teachers' classroom instructional tasks and determined the effect on students' academic performance, and further examined the constraints in classroom management in secondary schools in Akure South Local Government Area of Ondo State, Nigeria. Descriptive survey and ex post facto research designs were adopted. Five research questions and two hypotheses were formulated to guide the study. The sample consisted of 854 respondents, made up of 560 students, 280 teachers and 14 principals selected from 14 secondary schools using simple random sampling technique. Data were collected using "Teachers' Classroom Management Strategies Questionnaire" (TCMSQ), and "Students' Academic Performance Proforma" (SAPP). Data were analyzed, using percentage, mean score and Pearson Product Moment Correlation Coefficient at alpha level of 0.05. Findings showed significant relationship between teachers' classroom management and students' academic performance (r-cal = 0.307, $p<0.05$), and significant relationship between teachers' instructional tasks and students' academic performance (r-cal=0.689, $p<0.05$), while teachers were effective in classroom management strategies as reflected in preparation of lesson notes (71.4%), communication skill (63.6%), students' motivation (62.5%), group interaction (71.4%) and exemplary behaviour (64.3%). The major constraints faced by teachers were excessive workload (56.4%), ill-equipped laboratory (57.9%), ill-equipped library (63.6%), shortage of instructional materials (64.3%), lack of students' learning materials (64%) and congested class size (75%). Based on the findings, it was recommended that the Government should employ adequate number of qualified teachers to reduce instructional workload to manageable level. Also, Government in collaboration with the Parents - Teachers Association and other Development Partners should provide adequate learning facilities and materials that would improve classroom management and students' learning outcome in secondary schools.

Keywords. Classroom management, technique, facilities, instructional materials, learning outcome.

JEL. H52, H75, I21.

1. Introduction

Quality assurance is the ability to be creative and innovative by generating new line of thinking (ideas) to provide significant resources (input) and transform the resources by developing purposeful activities/programmes, and utilising the best method (process) of doing things to achieve the best result (output) in an organisation.

Quality assurance in education deals with the systematic management, supervision, monitoring, assessment, evaluation and strategic review of the

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resource inputs, teaching - learning process and output continually, in order to achieve academic standards that meet the set goals, and expectation of the stakeholders in the education sector and the society at large. This depends largely on effective classroom management which serves as a veritable tool for transmitting knowledge and skills for the development of learners' intellectual capacities.

Classroom management is the process of planning instructional tasks by setting specific, measurable, achievable, realistic and time-bound (SMART) goals and developing workable strategies, organising human and learning materials, allocating tasks for the individual and groups, directing and controlling the use of resources, evaluating performance and giving feedback to stimulate learners for knowledge acquisition and skills development to achieve academic excellence.

Classroom management also involves functional arrangement, utilisation and control of both human and learning materials in a designated venue with comfortable space and safety condition without any outside distraction to the teaching - learning process in achieving the set educational goals. Classroom management is a process driven by the teacher who is the facilitator of learning and tactfully makes the various elements (students, curriculum organisation, instructional strategies and materials) work together by demonstrating sound professional traits, content knowledge, pedagogical skills, curricula knowledge, and knowledge of theories and practice of education in planning and coordinating teaching and learning activities that are child-centred and make students achieve desirable learning outcome in school.

Evertson and Weinstein (as cited in Chandra, 2015) described classroom management as the actions taken by the teacher to create supportive environment for the academic, social and emotional learning of students. Teachers who are committed to effective classroom management ensure a high quality education by developing caring and supportive relationships with and among students. Effective teachers use group management method to organize and engage students in academic tasks, and optimize students' access to learning

The teacher being an important instructional agent in the school plays a pivotal role in classroom activities by creating the best learning opportunities for students to interact with learning materials, acquire relevant experiences, concretize knowledge, build desirable learning skills and competences, promote teacher - learners' interaction, stimulate learner – learner interaction, and learner – material interaction for effectiveness in teaching - learning process. These opportunities enable learners to receive more individual attention, engage in cooperative learning, ask more questions and participate fully in class discussions.

In classroom management, the teacher is expected to foster students' involvement in learning activities by giving prompt feedback to individual student, group and whole class, and follow-up students' feedback and attends to parents' observations on academic activities/exercises to extend learning, checks disruptive behaviour to reduce disciplinary problems and stimulates students to achieve better academic performance. It is also not uncommon that many students did not like school because they were mistreated or discriminated against, and in many occasions fear of the teacher high handedness leads to students' absenteeism, loss of instructional time, poor academic performance and drop out.

This study is significant as it intended to benefit all the stakeholders in the education sector such as teachers, students, guidance counsellors, school administrators, parents and education policy makers by providing more information on classroom management strategies that could promote flexible, positive, interactive and supportive learning activities that encourage all students to collaborate with one another, build mutual respect and trust as they are learning in the classroom to achieve the desired goals. It is also envisaged that the findings and recommendations made could further stimulate stakeholders in the education sector on the need to proactively collaborate and contribute significantly to provide adequate learning materials, improve the condition of infrastructure and

environment, and ultimately enhance the quality of teaching and learning outcome in secondary schools.

2. Factors Influencing Classroom Management

The main factors that promote effective classroom management are: pedagogical skill, personality and learning facilities/infrastructural development.

Pedagogical skill: The teacher must be skilful in choosing appropriate methods to facilitate effective teaching – learning process. Effective teacher must possess sound knowledge of the subject matter and the methods to be adopted must not be teacher-dominated but making the learners to be active participants through interaction with human and learning materials, which will enable the learners to develop problem solving skill. Students become active and gained more self confidence when they have opportunities to collaborate, interact and share ideas and experiences with their peers during classroom activities (Cho, Xu, & Rhoded, 2010).

It is therefore expected of the teacher to make use of a combination of instructional methods such as interactive discussion, demonstration, problem solving, discovery, inquiry, inductive and deductive reasoning, and other instructional techniques that are explorative, activity-oriented, project-based, student-focused and intrinsically motivate/reinforce students to be effective in learning (Jill, 2007; Allington, 2013). This is a vital tool for achieving and sustaining quality learning outcome in classroom management.

Personality: This deals with the psychological disposition which evolves in both the teacher and the learners. Freud (1923) classified human personality traits into three parts, the Id, Ego and Superego (as cited in McLeod, 2016). The classroom teacher is expected to suppress the Id, which is the pleasure seeking principle in every human, and work more on the ego and superego; the former being the reality principle and the latter being the conscience (morals and values) taught to every human by parents, teachers and the society at large.

The capability of the teacher to encourage the ego and superego in learners in the classroom will help them to be rational, realistic and value the need to acquire desirable knowledge and skills towards problem solving, and demonstrate good characters for self-control in actualising their potentials in life. Good personality traits are demonstrated by the teacher with warmth, friendliness, humour, communication skill, punctuality, flexibility, intelligence and teaching students with liveliness and passion to bring out the best in them. When learners exhibit the superego, it will promote collaboration among the students and helps them to develop team spirit which makes learning easier and achievement oriented for students.

Personality trait is also considered as the consistent pattern of thought, feelings, or actions that distinguish people from one another (Pervin & John, 1999). According to Allport and Odbert (1936), the trait approach to personality can be classified as the BIG FIVE personality trait, which comprised the following (with their corresponding opposing traits):

a. Extroversion (introversion): denotes a person who is talkative, social, and assertive;

b. Agreeableness (antagonism): denotes a person who is of good natured, co-operative, and trusting;

c. Conscientiousness (un-directedness): denotes a person who is responsible, orderly and dependable;

d. Neurotism (emotional stability): denotes a person who is anxious, prone to depression and worries a lot; and

e. Openness to experience (not open to experience): denotes a person who is imaginative, independent minded and has divergent thinking.

Teachers are expected to be well acquainted with the BIG FIVE personality traits, so as to guide them in understanding the individual differences and creating child-friendly classroom climate that is purposeful, supportive, motivating and

challenging to the learners. This process fosters positive teacher – learner interaction that makes learning interesting, enjoyable and result - oriented for the students.

It is not in doubt that poor academic performance could be inherent in the students' inability to cope with or adjust to the demands of school work partly due to deficient personality traits possess by the students themselves. Some classroom management problems which are resultant effect of personality malfunctioning include absenteeism, noise making, rudeness, disobedience, naughtiness, truancy, restlessness, inattention, boredom, fighting, sleeping, untidiness and refusal to do assignments.

In order to address the impact of personality problems on students' academic performance, students need to be motivated for academic excellence in their studies. This could be intrinsic or extrinsic in nature; they need to know that what they are studying is indeed of real significance. Effective classroom management helps students to develop self-concept and be academically oriented, which leads to better performance.

Classroom management could be more effective when the teacher build strong, virile, reliable and sustainable partnership with parents in providing necessary support and motivation for students to acquire knowledge and develop desirable skills and competence to achieve better performance. This perhaps has not been given the desired attention by many teachers in classroom management.

Learning Facilities: Facilities that enhance classroom practice, experience and make for the comfort of both learners and teachers among others include standard classrooms with cross ventilation, lighting and moderate temperature, well built chairs, desks, air-conditioners/ceiling fans, interactive board, multi-media technology, instructional materials, and steel cabinets, cupboards or shelves. All these facilities must be functionally arranged for the benefit of the students. It is part of the teacher's task of managing the classroom to devise ways of making the best use of the learning facilities by grouping the learners for different activities and interacting with them to ensure optimal utilisation of the facilities to achieve the desired learning outcome.

The good condition of the classroom is a function of investment in human capital, material and infrastructural development in schools. Comfortable classroom promotes the well-being of both students and teachers. This has positive influence on teaching-learning process. For instance, Earthman (2002), reporting on California, revealed that comfortable classroom temperature and smaller classes facilitate teachers' effectiveness and students performed better in academics than students in schools with substandard buildings by several percentage points. This implied that dilapidated infrastructure and inadequate school facilities hindered effective teaching and learning.

It is however evident that learning facilities/infrastructures in most Nigerian public schools are dilapidated and inadequate to provide quality education service delivery (Sanusi, 1998). For instance, Afolabi (2002), reporting on the conditions of classrooms in Ondo State, noted that the classrooms in most of the schools were inadequate in terms of decency, space, ventilation and insulation from heat; the incinerators and urinal were poorly constructed and not conveniently placed; the school plants were poorly maintained; these combined deficiencies inhibited classroom management and has perhaps been responsible for teachers' ineffectiveness and non attainment of the set standards and goals in secondary schools.

2.1. Techniques for Effective Classroom Management

Effective classroom management by the teacher requires the following technicalities.

i.   The teacher must cultivate positive interaction and know the names of students in the class; this suggests a mark of recognition, interest and love, which will inspire and boost active participation by students in learning activities.

ii.   The teacher should know students who are consistent troublemakers and let them seat apart from each other and where they can be easily observed/monitored.

iii.   Stand where you can see all students clearly.

iv.   Question student whose attention is wandering.

v.   Keep the students profitably occupied all the time.

vi.   Use a variety of teaching methods and devices to make lessons interesting.

vii.   Be humorous as that will help in stimulating students for active participation.

viii.   Treat any offence in a calm and firm manner to ensure fairness and justice.

ix.   Praise good work but do not use praise discriminately.

x.   Use eyes gesture, or questions to stop misbehaviour as soon as it is noticed.

xi.   Do not start a lesson until you have the attention of all the class. This makes for mental alertness and purposeful beginning of learning activities.

xii.   Use clear, simple and convincing tone to foster understanding and participation.

xiii.   Do not be side-tracked by irrelevant questions to ensure effective time management.

xiv.   Endeavour to know what each student can do well and give him/her the opportunity.

xv.   When students are consistently difficult to handle, try to discover the underlying causes of their misbehaviour, and then try to satisfy their needs in an acceptable manner in order to secure their maximum cooperation.

xvi.   Use command very rarely, but when you do, see that they are obeyed.

xvii.   The class rules should be few, meaningful and decided by the class members after explanation of the circumstances that necessitated them.

2.2. Classroom Management and Students' Learning Outcome

Students' learning outcome is the product-value/output of knowledge and skills attained as shown by the marks or grades achieved by students in examinations during a course of study in educational institution (Ayeni, 2016). The quality of learning outcome is undoubtedly determined by the teacher's capability and experience in classroom management. This involves the teacher's knowledge of the subject matter, teaching methods, psychological disposition and motivational interaction which develop students' intellectual ability during teaching-learning process.

The teacher's experience in classroom management can affect students' learning outcome either positively or negatively. Students display positive attitude to learning when the teacher creates child-friendly atmosphere that stimulates students' interest in learning while a high handed teacher makes the classroom unconducive. This usually create gap in teaching - learning process and impact negatively on students' learning outcome which in the context of this paper refers to the academic achievement in secondary schools.

Students' academic achievement is the percent of students who enrolled and successfully completed course of study in an educational institution. Effective classroom management has significant influence on students' academic performance in terms of observable and measurable classroom behaviour. This includes the scores obtained by the students from a teacher - made test, internal and external examinations such as the Senior School Certificate Examinations conducted by the West African Examinations Council (WASSCE) and National Examinations Council (NECO).

The pattern of grading students in the Senior School Certificate Examinations (SSCE) in Nigeria is such that the distinction grade is being represented by A1 to B3, the credit grade is represented by C4 to C6, and the ordinary pass grade is represented by D7 and E8 while the failure grade is represented by F9. It needs to be mentioned that the distinction and credit grades are the only requisite grades for admissions into Nigerian Universities and candidates must have at least credits in

five (5) subjects including English Language and Mathematics in order to be qualified for admission.

The trend in Nigerian students' academic performance has shown continuous low impact of classroom management on students' academic achievement. For instance, the 2011 May/June Senior Secondary Certificate Examination conducted by West African Examinations Council showed that only 30.99% of the 1,540,250 candidates obtained credit level passes and above in five subjects including English Language and Mathematics, while in 2012 May/June WASSCE, 649,156 (38.81%) of the 1,672,224 candidates that sat for the examination obtained five credit level passes and above in subjects including English Language and Mathematics, also 36.57% was recorded in 2013 and 31.28% in 2014, while 38.68% was recorded in 2015 WASSCE. A cursory look at the results obtained between 2012 and 2015 show very low academic performances of candidates in WASSCE in the 36 States of the Federation and the Federal Capital Territory (Owadiae, 2011; Owadiae, 2012; Eguridu, 2014; Eguridu, 2015). However, there is a significant improvement in 2016 as 52.97 percent of the 1,544,234 candidates who sat for the WASSCE, had credits in five subjects, including Mathematics and English Language (Adenipekun, 2016).

In Ondo State, the percentage of students who obtained five credit level passes and above in subjects including English Language and Mathematics in the Senior School Certificate Examinations conducted by the West African Examinations Council (WASSCE), reflected these percentage scores in the following years: 2012 (38.73%), 2013 (29.92%), 2014 (24.36%), 2015 (30.29%) and a significant improvement (67.68%) recorded in 2016 (Ondo State Ministry of Education, 2016).

The academic performance of students in the West African Senior School Certificate Examinations (WASSCE) which is often below 50% in Nigeria, suggests that there is still gaps and inadequacies in classroom management, which has been partly attributed to the inappropriate teacher's methods of instruction and inadequate learning materials in secondary schools. Hence, the need to carry out this study to further investigate the factors, mode of practice, challenges and implications of classroom management on students' learning outcome in secondary schools in Akure South Local Government Area of Ondo State which has the highest student population and recorded low academic performance as reflected in following years: 2012 (14.54%), 2013 (14.53%), 2014 (12.83%). 2015 (13.24%) and 2016 (69.04%) in the West African Senior School Certificate Examinations (WASSCE).

3. Statement of the Problem

The National Policy on Education in Nigeria stipulates that class size should ranged between 35 and 40 students per class (Federal Republic of Nigeria, 2013); the increasing population of students who transit to secondary schools has posed challenge of congestion of students in the classrooms since the available infrastructure appears inadequate for the teeming population of students. This has perhaps been responsible for the low quality of teaching – learning process since teachers no longer had the broad spectrum of individual attention for the learners. This noticeable gap impedes the quality of education and partly results in low percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in the Senior School Certificate Examinations conducted by the West African Examinations Council (WASSCE) and other allied Examinations bodies in public secondary schools. Poor performance of students undermines their chances of gaining admissions into institutions of higher learning and jeopardizes opportunity for job placement, and in most cases reduces an individual's active participation in national development.

The most common problem reported by teachers in secondary schools in Nigeria is that which relates to behaviour management in the classroom. This usually manifest in the nature of students behaviour which often posed challenges

to teachers in an attempt to maintain order in the classroom. The classroom setting allows students to sit together in groups, while students tend to discuss with one another when teaching is not interesting. They also disturb themselves sometimes by passing little note around. This causes distraction and their learning may be adversely affected. The inability of the teacher in controlling students' misbehaviour results in problems such as noise making, rudeness, disobedience, naughtiness, truancy, restlessness, inattention, boredom, fighting, sleeping, untidiness, lackadaisical attitude towards learning, loss of interest in the subject and refusal to do assignments, and absenteeism. These often lead to poor academic performance of students.

Considering the afore-mentioned problems and the fact that teachers play vital role in the teaching and learning process, there is the need to examine classroom management related factors that influence students' academic performance. This study therefore sought to examine teachers' classroom management strategies, students' perception of classroom management, teachers' classroom instructional tasks, and determine the relationship between teachers' classroom management and students' academic performance in secondary schools particularly in Akure South Local Government Area of Ondo State, which has the highest student population and where the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in the Senior School Certificate Examinations conducted by the West African Examinations Council (WASSCE) had been relatively low over the years and reflected 14.54% in 2012, 14.53% in 2013, 12.83% in 2014, 13.24% in 2015 and 69.04% in 2016 (Ondo State Ministry of Education, Akure, 2016).

3.1. Research Questions
The following research questions were raised to guide the study.
  i. How do students perceive teachers' classroom management strategies in secondary schools?
  ii. What challenges are faced by students in classroom instruction in secondary schools?
  iii. How do principals perceive teachers' classroom instructional tasks in secondary schools?
  iv. What is the level of students' academic performance in secondary schools?
  v. What constraints are faced by teachers in classroom management in secondary schools?

3.2. Research Hypotheses
The following hypotheses were formulated to guide the study:
Ho_1: There is no significant relationship between teachers' classroom management and students' academic performance in secondary schools.
Ho_2: There is no significant relationship between teachers' classroom instructional tasks and students' academic performance in secondary schools.

3.3. Research Method
The study utilized a descriptive and an *ex post facto* research designs as guiding framework. Descriptive design made use of analytical tools such as questionnaire, charts, frequencies and percentages. The *ex post facto* design was used to gather existing data on students' academic performance in the West African Senior School Certificate Examinations (WASSCE) conducted between 2014 and 2016 academic sessions.

The target population consisted of all students, teachers and principals in public secondary schools in Ondo State, Nigeria while Akure South Local Government was used as a case study because it has the highest population of teachers and students in secondary schools among the 18 Local Government Areas in Ondo State. The sample consisted of 14 secondary schools randomly selected out of the existing 28 public secondary schools in Akure South Local Government. The

respondents comprised of 560 students who were randomly selected at 40 students from each of the sampled schools. Also, 280 teachers were randomly selected at 20 teachers from each of the sampled school. All the 14 principals of the sampled schools were included in the study.

The instruments used for data collection were self-developed questionnaire titled: 'Classroom Management Strategies Questionnaire (CMSQ) and Students' Academic Performance Proforma (SAPP). Section 'A' and Section 'B' of the CMSQ instrument elicited responses from students on teachers' classroom management and challenges of classroom instruction respectively, while Section 'C' elicited responses from principals on teachers' classroom instructional tasks, and Section 'D' elicited responses from teachers on challenges of classroom instructional tasks, The CMSQ instrument utilized a four-point Likert rating scale classified as Strongly Agree (SA), Agree (A), Fairly Agree (FA) and Disagree (D) with value of 4, 3, 2 and 1 respectively. Also, Section 'E' (SAPP) collected data on students' academic performance in WASSCE in English Language, Mathematics, Biology, Chemistry and Physics. These subjects were purposively selected because of the emphasis being placed on English Language for national integration, and Science and Mathematics for technological development in Nigeria. The calculation of students' academic performance utilised the Likert scale as follows: A1 = 5, B2 - B3 = 4, C4 - C6 = 3, D7 - E8 = 2 and F9 = 1.

Research instruments were validated by experts in the Department of Educational Management, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. The test-retest method was used to ensure the reliability of the instrument which was administered twice to the same pilot group outside the Local Government Area of the study at intervals of two weeks, keeping the initial conditions constant, responses from the two pilot tests were obtained and analyzed to establish the stability of the research instruments. The result obtained from the test-retest yielded a coeffient of 0.82 that was adjudged suitable for the questionnaire items constructed for the study.

The researcher employed two research assistants and visited the sampled schools to administer questionnaires on the respondents. This yielded 100% rate of return. The questionnaires were collated and data were analyzed, using frequency distributions and percentage to resolve the research questions, while the hypotheses were analyzed using Pearson's Product Moment Correlation Coefficient (PPMCC) at 0.05 level of significance in order to determine the strength of relationship between independent and dependent variables.

4. Results

The results and discussions of data analyses are presented in two parts based on the research questions and hypotheses that were formulated for the study. Data collected on research questions were analysed using frequency count and percentage, while hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation Coefficient (PPMCC). The results are presented in tables 1 – 7.

4.1. How do students perceive teachers' classroom management strategies?

The analysis of data in table 1 and figure 1 on students' assessment of teachers' classroom management revealed that the percentage points recorded for strongly agree (20.7-40.4%) and agree (18.9-35%) were greater than the percentages recorded in fairly agree (10.7-23.6%) and disagree (15.4-32.9%). These indicated that majority of teachers were effective in classroom management as reflected in percentage points of strongly agree and agree responses combined, which ranged from 43.6 to 63.6% across the questionnaire items.

Table 1. *Students' assessment of teachers' classroom management n secondary schools*

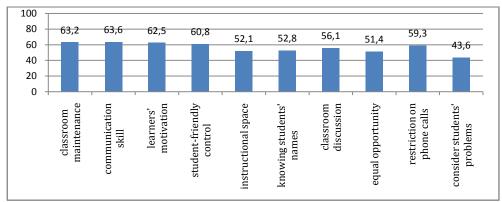| S/N.	Items	SA Freq. %	A Freq. %	FA Freq. %	D Freq. %
1	My teachers ensure that the classroom is clean before lesson commences.	208 (37.1)	146 (26.1)	120 (21.4)	86 (15.4)
2	My teachers have enough instructional space to move round students in the classroom when teaching.	124 (22.1)	168 (30.0)	88 (15.7)	180 (32.1)
3	My teachers know the names of all students in the class.	176 (31.4)	120 (21.4)	86 (15.4)	178 (31.8)
4	My teachers always allow students to participate actively in class discussions.	188 (33.6)	126 (22.5)	98 (17.5)	148 (26.4)
5	My teachers always give equal opportunity to students in the class.	182 (32.5)	106 (18.9)	106 (18.9)	166 (29.6)
6	My teachers always communicate effectively during lessons.	224 (40.0)	132 (23.6)	80 (14.3)	124 (22.1)
7	My teachers always give consideration to students' problems in the classroom.	116 (20.7)	128 (22.9)	132 (23.6)	184 (32.9)
8	My teachers make their lessons interesting and motivating.	154 (27.5)	196 (35.0)	64 (10.7)	146 (26.1)
9	My teachers are always consistent and student-friendly in class control.	226 (40.4)	114 (20.4)	104 (18.6)	116 (20.7)
10	My teachers do not receive phone calls during class activities.	184 (32.9)	148 (26.4)	100 (17.9)	128 (22.9)

Figure 1. *Bar Chart of Teachers' Classroom Management Strategies*

4.2. What challenges are faced by students in classroom instruction in secondary schools?

The analysis of data in table 2 on challenges faced by students in classroom instruction revealed that the percentage points recorded for strongly agree (6.4 - 31.3%) and agree (7.5 – 33%) were greater than the percentages recorded in fairly agree (8.4 - 18.7%) and disagree (17.0 – 76.2%). These indicated that most of the teachers have the technical know-how and effective in managing classroom instruction. However, percentage points on strongly agree and agree responses combined on item 1, reflected 64.3% which indicated acute shortage of instructional materials in secondary schools.

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Table 2. *Challenges faced by students in classroom instruction in secondary schools*

S/N.	Items	SA Freq. (%)	A Freq. %	FA Freq. %	D Freq. %
1	My teachers do not always use instructional materials to teach.	175 (31.3)	185 (33.0)	105 (18.7)	95 (17.0)
2	My teachers do not always teach with enough examples to make concepts understandable.	52 (9.3)	66 (11.8)	95 (17.0)	347 (61.9)
3	My teachers dictate notes to students most of the time.	64 (11.4)	72 (12.9)	85 (15.2)	339 (60.5)
4	My teachers do not communicate effectively in class.	42 (7.5)	54 (9.6)	70 (12.5)	394 (70.4)
5	My teachers always dominate class discussions.	45 (8.0)	43 (7.7)	80 (14.3)	392 (70.0)
6	My teachers are always using the same teaching methods.	43 (7.7)	47 (8.4)	62 (11.1)	408 (72.8)
7	Classes are usually boring during lessons.	55 (9.8)	63 (11.2)	67 (12.0)	375 (67.0)
8	Previous topics and new ones are not properly integrated during lessons.	46 (8.2)	52 (9.3)	66 (11.8)	396 (70.7)
9	My teachers usually end lessons halfway.	36 (6.4)	42 (7.5)	54 (9.6)	482 (76.4)
10	My teachers do not provide enough guidelines on home work.	42 (7.5)	44 (7.9)	47 (8.4)	427 (76.2)

4.3. How do principals perceive teachers' classroom instructional tasks?

The analysis of data on table 3 and figure 2 showed principals' assessment of teachers' classroom instructional tasks in secondary schools. The percentage points recorded for strongly agree (14.3 - 50%) and agree (14.3 – 50%) were greater than the percentages recorded in fairly agree (14.3 - 28.6%) and disagree (14.3 – 35.7%). These indicated that most of the teachers were effective in classroom instructional tasks as reflected in percentage points of strongly agree and agree responses combined, which ranged from 42.9 to 71.4% across the questionnaire items in Table 3.

Table 3. *Principals' assessment of teachers' classroom instructional tasks in secondary schools*

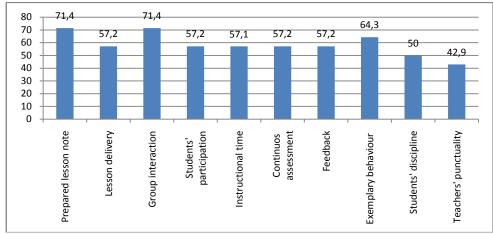| S/N.	Items	SA %	A %	FA %	D %
1	All teachers prepare their lesson notes adequately and regularly.	3 (21.4)	7 (50.0)	2 (14.3)	2 (14.3)
2	All the teachers deliver their lessons regularly.	2 (14.3)	6 (42.9)	3 (21.4)	3 (21.4)
3	All teachers encourage learners' active participation in class work.	4 (28.6)	4 (28.6)	3 (21.4)	3 (21.4)
4	All teachers use group interactive discussion to improve learning among students.	5 (35.7)	5 (35.7)	4 (28.6)	-
5	All the teachers conduct continuous assessment for students in their subjects	6 (42.9)	2 (14.3)	3 (21.4)	3 (21.4)
6	All the teachers are very punctual to classes.	4 (28.6)	2 (14.3)	3 (21.4)	5 (35.7)
7	All the teachers demonstrate exemplary behaviour.	7 (50.0)	2 (14.3)	2 (14.3)	3 (21.4)
8	All the teachers support students' discipline	3 (21.4)	4 (28.6)	4 (28.6)	3 (21.4)
9	All teachers make good use of instructional time.	5 (35.7)	3 (21.4)	3 (21.4)	3 (21.4)
10	All teachers give regular feedback/report on class activities.	4 (28.6)	4 (28.6)	3 (21.4)	3 (21.4)

Figure 2. *Bar Chart of Teachers' Classroom Instructional Tasks*

4.4. What are the challenges faced by teachers in classroom instructional tasks?

The analysis of data on table 4 on challenges faced by teachers in classroom instructional tasks revealed that the percentage points recorded for strongly agree (15.7 – 37.9%) and agree (22.1 – 37.1%) were greater than the percentages recorded in fairly agree (15.0 - 30.7%) and disagree (7.9 – 31.4%). These indicated that teachers are faced with several challenges in classroom management as reflected in percentage points of strongly agree and agree responses combined, which ranged from 37.8 to 75% across the questionnaire items in table 4.

Table 4. *Challenges faced by teachers in classroom instructional tasks*

S/N.	Items	SA %	A %	FA %	D %
1	The classrooms are not well equipped and ventilated (unconducive)	88 (31.4)	92 (32.9)	66 (23.6)	34 (12.1)
2	Instructional materials are inadequate.	82 (29.3)	86 (30.7)	62 (22.1)	50 (17.9)
3	Classrooms are overcrowded.	106 (37.9)	104 (37.1)	48 (17.1)	22 (7.9)
4	The library is not adequately stocked with relevant books to support learning.	86 (30.7)	92 (32.9)	56 (20.0)	46 (16.4)
5	The laboratory is not adequately equipped.	78 (27.9)	84 (30.0)	66 (23.6)	52 (18.6)
6	Chairs and desks for students are not adequate.	44 (15.7)	62 (22.1)	86 (30.7)	88 (31.4)
7	Supervision by the principal is very irregular.	58 (20.7)	67 (23.9)	72 (25.7)	83 (29.6)
8	My teaching workload is too high.	76 (27.1)	82 (29.3)	58 (20.7)	64 (22.9)
9	Students are highly disruptive during lessons.	66 (23.6)	62 (22.1)	74 (26.4)	78 (27.9)
10	Students are not well equipped with learning materials.	87 (31.1)	92 (32.9)	42 (15.0)	59 (21.0)

4.5. What is the level of students' academic performance in WASSCE from 2014-2016?

Data presented in tables 5a & b, showed weighted average and subject analysis of students' academic performance for three academic sessions (2014 – 2016). The result indicated that 37.3% of the candidates made credits and above, while greater percentage (43.6%) made ordinary pass. The percentage of students who failed was 19.1%. Also, the highest mean score was recorded in English Language (2.362), while students' academic performances were below the cumulative mean (2.217) in Mathematics, Biology, Chemistry and Physics.

Table 5(a). *Weighted average level of students' academic performance in WASSCE from 2014 - 2016*

Performance Grades	A1	B2 –B3	C4 – C6	D7 – E8	F9	Total
Number of Candidates	247	689	7,634	10,020	4,392	22,982
Weighted Average Level of Performance (%)	1.1	3.0	33.2	43.6	19.1	100%

Table 5(b). *Analysis of students' academic performance by subject in WASSCE from 2014 - 2016*

SUBJECT	A1 (5)	B2 - B3 (4)	C4 - C6 (3)	D7 - E8 (2)	F9 (1)	Mean Score
English Language	86	224	2326	2562	844	2.362
Mathematics	61	172	2003	2947	1160	2.216
Biology	37	118	1181	1614	739	2.214
Chemistry	33	72	1117	1423	855	2.144
Physics	30	103	1007	1474	794	2.149
Cumulative Mean						2.217

4.6. Relationship between teachers' classroom management and students' academic performance in secondary schools.

Hypothesis one was tested by correlating data collected from 560 student-respondents on teachers' classroom management and students' academic performance in WASSCE (2014 - 2016) in 14 sampled secondary schools, using Pearson Product Moment Correlation Coefficient (PPMCC). The result is presented in Table 6.

Table 6. *Relationship between teachers' classroom management and students' academic performance*

Variables	Mean	SD	N	r	Sig.	Remarks
Classroom Management	24.0357	14.75860	14	0.307	0.000	Significant
Students academic Performance	2.8832	.62139	14			(p<0.05)

The result presented on table 6 showed that the calculated r-value (0.307) was greater than the critical-value (0.000) at $p<0.05$ is significant. Hence, the null hypothesis (Ho_1) is rejected while the alternate hypothesis (Ha_2) is accepted. There is therefore a significant relationship between teachers' classroom management and students' academic performance.

4.7. Relationship between teachers' classroom instructional tasks and students' academic performance in secondary schools.

Hypothesis two was tested by correlating data collected from principals on teachers' instructional tasks, and students' academic performance in WASSCE (2014 - 2016) in 14 sampled secondary schools, using Pearson Product Moment Correlation Coefficient (PPMCC). The result is presented in table 7.

Table 7. *Relationship between teachers' instructional tasks and students' academic performance*

Variables	Mean	SD	N	r	Sig.	Remarks
Teachers' classroom instructional tasks	26.9286	10.80929	14	0.689	0.003	Significant (p<0.05)
Students Academic Performance	2.6515	.64432	14			

The result on table 7 showed that that the calculated r-value (0.689) is greater than the critical value (0.003) at $p<0.05$ is significant. Hence, the null hypothesis (Ho_2) is rejected while the alternate hypothesis (Ha_1) is accepted. This implied that there is a significant relationship between teachers' classroom instructional tasks and students' academic performance in WASSCE.

4.8. Discussion of Findings

Results obtained on students' ratings (strongly agree and agree combined) on teachers' classroom management strategies in table 1, indicated that the level of teachers' effectiveness were above 60% in the use of the following strategies: classroom maintenance (63.2%), communication skill (63.6%), learners' motivation (62.5%) and student-friendly control (60.8%). The results also showed that the level of teachers' effectiveness was 50% in the use of strategies such as instructional space (52.1%), students' names (52.8%), class discussion (56.1%), equal opportunity (51.4%) and restriction on phone calls (59.3%), while 43.6% give maximum consideration for students' problems.

It could be deduced from the results on data analysis above, that most teachers' demonstrated strong commitment to classroom management by creating healthy classroom atmosphere that are students focused and encouraged them to achieve quality education and significant academic performance in secondary schools. When the classroom is neat and conducive for learning, it creates friendly atmosphere for learning and there is less distraction and indiscipline from students.

However, the highest level of 63.6% recorded only in communication skill implied that teachers still need to strive harder in the task of achieving excellent standard (quality assurance) which is above 63.6% in classroom management. This finding is corroborated by Bangbade (2004) who found that teachers' attribute such as communication ability, emotional stability and good human relationship have significant relationship with students' academic performance.

The findings on principals' ratings of teachers' classroom instructional tasks in table 2 indicated that teachers were effective in preparation of lesson notes (71.4%), lesson delivery (57.2%), group interactive discussion (71.4%), students' participation (57.2%), use of instructional time (57.1%), continuous assessment (57.2%), feedback on class activities (57.2%), exemplary behaviour (64.3%) and students' discipline (50%), while teachers' punctuality to class was below average (42.9%), It is evident from the findings that teachers demonstrated sound professional knowledge and techniques in classroom instructional tasks management. This finding also connotes that the action a teacher takes to create an environment that supports and facilitates academic instructions, social and emotional learning influence the readiness and participation of students in learning activities and in turn has positive impact on students' academic performance.

However, the findings on table 4, indicated that the major constraints in classroom management were teachers' excessive workload (56.4%), ill-equipped laboratory (57.9%), ill-equipped library (63.6%), shortage of instructional materials (64.3%), lack of students' textbooks/ learning materials (64%) and congested class size (75%). These inadequacies created huge gap in teaching - learning process since many subjects are taught in abstract and the students are deprived of practical learning experiences in curriculum instruction. The inadequacy in students' content knowledge has perhaps been responsible for low academic performance in secondary schools.

The result of data analysis on hypothesis one in table 7 showed that there is a significant relationship between teachers' classroom management and students' academic performance (r-cal=0.307>r-crit=0.000, p<0.05). The mean of 24.04 was recorded on classroom management while the mean of 2.88 was recorded on students' academic performance. This implied that teachers made good use of classroom management strategies as shown in table 3. This is supported by Brannon (2010) who found that there is a significant relationship between teachers' classroom management effectiveness and students' success in secondary schools. However, students' academic performance was relatively low because of the overwhelming challenges facing teaching and learning activities as indicated in table 4, and highlighted in the preceding paragraph.

The result on obtained on hypothesis two in table 7 showed that there is a significant relationship between teachers' classroom instructional tasks and students' academic performance (r-cal=0.689>r-crit=0.003, p<0.05). It could be inferred from this finding that teachers' classroom instructional tasks have positive

influence on students' academic performance. This is evident in the good level of teachers' effectiveness revealed in the principals' ratings of teachers' classroom instructional tasks in table 2. This finding is supported by Hughes (2003) and Wenglinsky (2004) who found that students who have access to adequate material resources and taught by highly qualified teachers with instructional quality have stronger achievement in mathematics than their peers. This means that the more effective teachers are in the delivery of instructional activities, the better the students' academic achievement.

5. Conclusion

Teachers' classroom management and instructional tasks are very important to the realization of the desired educational objectives. This hinges on sound knowledge of subject matter, good lesson planning, effective utilisation of learning facilities and instructional materials, motivation, appropriate teaching styles and observance of discipline. How teachers manage these learning resources can either make or mar the classroom instructional process. However, teachers' high workload, inadequate instructional materials, overcrowded classrooms and inadequate basic learning materials constitute impediments in classroom management and impact negatively on students' academic performance in secondary schools.

Based on the findings of the study, the following recommendations are made:

1. The Ministry of Education in collaboration with other relevant professional bodies should organise capacity training for teachers on a periodic basis on classroom management and teaching styles to make learning interactive, qualitative and success oriented in secondary schools.

2. The Ministry of Education in collaboration with other relevant Government agencies should integrate information and communication technology to the classroom management process to make teachers' workload better managed and learning activities flexible and interactive for the students.

3. Government should construct additional classrooms to decongest the overcrowded class size and enhance good classroom management in secondary schools.

4. Government should employ adequate number of qualified teachers to reduce teachers' workload to minimal level and improve classroom management in secondary schools.

5. Government in collaboration with the Parents - Teachers' Association and other relevant stakeholders should provide adequate learning facilities, instructional materials, students' textbook and other basic learning materials to enhance classroom management and learning outcome in secondary schools.

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