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CLASSROOM MANAGEMENT AND ACADEMIC ACHIEVEMENT IN ECONOMICS AMONG PUBLIC SENIOR SECONDARY SCHOOLS IN OYO STATE, NIGERIA

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ABSTRACT

In recent times, there seem to be a continuous drop in the academic achievement of senior secondary school students in Economics, which has become a significant issue for educational stakeholders, especially in Oyo State. Reports from various examining bodies including the West African Examinations Council, consistently show low pass rates, with students struggling to grasp and apply core economic concepts. Evidence from field observations and prior studies links this underperformance to poor classroom management marked by frequent disruptions, reduced instructional time and low engagement of student in the classroom. Despite this, few empirical studies have examined the combined influence of classroom management and Academic Achievement on Economics in Oyo State. This study therefore investigated classroom management among public senior secondary school students' academic achievement in Economics in Oyo State, Nigeria. The study employed a descriptive research design. Two research questions were posed, and one hypothesis were formulated. The population comprised 66,601 senior secondary school 2 students enrolled in Economics across the three senatorial districts in Oyo State. Using Taro Yamane formula and simple random sampling technique, a total of 410 schools, 1,176 students were selected. Data was collected using a standardized achievement test and self-developed instrument namely the "Economics Achievement Test (EAT)," the "Students' Questionnaires on Classroom Management. Findings indicated that students' achievement in Economics was generally low with majority of the students scoring between 26-49 marks. Level of classroom management was moderate ($\bar{x} = 2.46$) The study concludes that improving classroom management practices increases students' academic achievement in Economics in senior secondary schools in Oyo State. It recommended that Schools should introduce targeted academic support programmes such as remedial classes, peer tutoring, and enrichment activities to help students strengthen their understanding of core Economics concepts and improve overall achievement levels.

Keywords: Academic Achievement in Economics, classroom management and Gender

Introduction

Economics is a foundational discipline that equips students with the knowledge and analytical abilities required to comprehend and negotiate real-world financial and economic systems. It cultivates critical thinking, decision-making, and problem-solving skills vital for personal financial management and national economic advancement; thus, the importance of pupils excelling in the subject cannot be understated. Academic achievement in Economics denotes the degree to which a student has fulfilled the learning objectives, knowledge, abilities, and competences in the discipline, as evaluated by assessments, examinations, and overall performance. It reflects a student's ability to understand economic principles, apply economic theories to real-world situations, analyze data, and make informed economic decisions. Nonetheless, although its importance, academic achievement in Economics among senior secondary school students appears to elicit substantial worries among educational stakeholders. A study conducted in Lagos State, Nigeria, revealed that students' performance in Economics was below average. Using an Economics achievement test, the research found that many students struggled with core concepts, emphasizing the urgent need for improved teaching strategies to enhance comprehension and engagement.

Similarly, another study in Ogun State, Nigeria, reported a decline in Economics performance among senior secondary school students. The research, which surveyed 300 students, found that their achievement levels were significantly influenced by various factors, but overall, the results reflected a concerning trend of underperformance in the subject. In Kano State, an assessment of student performance in the Senior Secondary School Economics qualifying examination revealed persistently low achievement levels, raising concerns among stakeholders. The study highlighted that only a small percentage of students achieved satisfactory grades, further confirming the widespread academic struggles in the subject. Additionally, another study found that students identified Economics topics involving calculations and statistics as particularly challenging. The study reported that these perceived difficult topics significantly contributed to students' low performance in the subject.

From an educational standpoint, the persistent underachievement in Economics among senior secondary school students carries significant consequences. A weak grasp of the subject limits students' ability to develop critical financial and economic literacy skills, which are essential for making informed decisions in both personal and professional contexts. Beyond the classroom, the implications extend to national economic development. Widespread difficulties in Economics education can undermine financial literacy, entrepreneurship, and workforce readiness, ultimately affecting economic productivity. Furthermore, poor achievement in Economics may discourage students from pursuing careers in finance, business, and policymaking, leading to a shortage of skilled economists and financial experts. This talent gap can, in turn, weaken economic planning and financial decision-making at both individual and national levels, potentially hampering long-term economic growth and stability.

Research has explored how various factors collectively impact students' achievement in economics. One of the major issues identified is the disparity in students' cognitive abilities, particularly in numerical skills. A study found that while students demonstrated high spatial abilities, their performance in numerical ability was significantly poor. This weakness in numerical skills hindered their ability to grasp essential economic concepts, which often require mathematical analysis and quantitative reasoning. Another crucial factor affecting student achievement in economics is their attitude toward the subject and the influence of home and school environments. Socioeconomic status has been recognised as a crucial factor influencing student success in economics. A study conducted in Pakistan examined how parental income, education, and occupation influenced students' academic achievements. The research concluded that students from wealthier families generally performed better than their peers from lower-income backgrounds. The financial struggles faced by low-income students often led to inadequate learning resources, poor school attendance, and limited parental involvement in their education.

In addition to socioeconomic challenges, ineffective teaching methods have been linked to poor academic achievement in economics. Research in Pakistan indicated that conventional teaching approaches did not effectively engage pupils or improve their comprehension of economic subjects. A study investigated the effectiveness of the Concept Attainment Model (CAM) as an alternative teaching approach. The research indicated that pupils instructed by CAM exhibited markedly superior performance compared to those subjected to conventional teaching methods. Poor academic performance in economics in South Africa has been associated with systemic difficulties inside educational institutions. A study revealed that inadequate teacher training, limited resources, and weak decision-making frameworks in schools related to poor student achievement. Furthermore, poor class attendance has been identified as a major contributor to low academic achievement in economics. A study conducted in South Africa found that students who frequently missed lectures and tutorials performed significantly worse than their peers who attended regularly. Many students skipped classes due to academic workload, but this ultimately had a negative impact on their final grades.

Statement of the Problem

In Nigeria, there is a continuous drop in the academic achievement of senior secondary school students in Economics, which has become a significant issue for educational stakeholders, especially in Oyo State. Available data from national examinations indicate that a significant percentage of students continue to perform poorly in Economics, raising concerns about the effectiveness of instructional delivery and learning environments in secondary schools. According to the West African Examinations Council (WAEC) Chief Examiners' Reports, Economics remains one of the subjects with low pass rates, with students struggling to comprehend core economic concepts and apply them in problem-solving situations. A study examining candidate performance in the West African Senior School Certificate Examination (WASSCE) from 2018 to 2022 indicated a decrease in the percentage of candidates obtaining credit passes (grades A1-C6) in Economics. Field observations within schools by the researcher suggest that poor classroom management is a major factor contributing to this downward trend. Many teachers lack effective

discipline enforcement strategies, leading to frequent classroom disruptions that significantly reduce instructional time and weaken student engagement. Furthermore, teachers' proficiency in Economics instruction seems insufficient, numerous individuals grapple with topic knowledge and effective teaching methodologies, hindering pupils' ability to get a profound comprehension of economic principles. If these concerns persist unresolved, the ramifications could be extensive. Continual inadequacy in Economics at the secondary school level restricts students' access to advanced educational options in business, finance, and social sciences. Furthermore, weak economic literacy among young learners diminishes their ability to make informed financial decisions, contribute to national development, or engage in entrepreneurial activities. Over time, this could exacerbate unemployment rates, increase economic dependency, and weaken the nation's workforce by producing graduates who lack the analytical skills necessary for a competitive economy. Although extensive research exists on students' academic achievement, the interplay between classroom management and academic achievement regarding Economics has been infrequently investigated. The lack of knowledge hinders policymakers, school administrators, and teachers from executing targeted interventions specific to the requirements of Economics students in Oyo State. This study aims to examine classroom management and academic achievement among senior secondary school students in Economics in Oyo State, Nigeria.

This study aims to examine classroom management and academic achievement in Economics in Oyo State, Nigeria. The Study's objectives were to:

i. identify the level of senior secondary school students' academic achievement in Economics in Oyo State, Nigeria
ii. evaluate the level of classroom management (instructional, behavioural and time management) in senior secondary schools in Oyo State, Nigeria.
iii. Determine the gender difference in senior secondary school students' academic achievement in Economics in Oyo State, Nigeria.

Research Questions

1. What is the level of senior secondary school students' academic achievement in Economics in Oyo State, Nigeria?
2. What is the level of classroom management (instructional, behavioural and time management) in senior secondary schools in Oyo State, Nigeria?

Hypotheses

Ho1: There will be no significant gender difference in senior secondary school students' academic achievement in Economics in Oyo State, Nigeria.

Literature Review

Academic achievement in economics refers to the level of proficiency demonstrated by students in understanding and applying economic concepts, theories, and models. It encompasses a

student's ability to grasp fundamental economic principles and utilize them effectively in analyzing real-world economic issues. This achievement is often measured through various academic assessments, including coursework, examinations, research projects, and presentations, all of which reflect a student's comprehension and engagement with economic studies. However, academic achievement in economics is not merely about obtaining high grades; it is also about developing a deep understanding of economic frameworks and being able to apply them effectively in different contexts.

One of the key aspects of academic achievement in economics is the ability to critically evaluate economic problems and propose viable solutions. This involves not only theoretical understanding but also the practical application of economic reasoning. Economics as a discipline requires students to think analytically, considering multiple perspectives before arriving at well-reasoned conclusions. For instance, a student studying inflation must not only understand the theoretical basis of inflationary pressures but also analyze how various factors such as government policies, consumer behaviour, and global trade affect inflation rates. High-achieving students in economics can interpret economic data, construct logical arguments, and apply economic models to address contemporary challenges. Their ability to synthesize economic theories and apply them in business, finance, and public policy contexts demonstrates their competence in the field.

Measurement of academic achievement in economics relies on several indicators, such as test scores, grade point averages, and participation in research activities. These indicators provide insights into a student's mastery of economic concepts and their ability to think analytically. Academic achievement in economics is frequently assessed by standardised examinations, written compositions, and practical tasks that necessitate the application of economic theory to real-world situations. For instance, students may be required to conduct a cost-benefit analysis of a government subsidy program or evaluate the impact of taxation policies on consumer spending. Furthermore, students who perform well in economics often exhibit strong problem-solving skills, effectively using economic models and econometric tools to analyze complex issues. Their success is further reflected in their ability to critique and interpret government policies, market structures, and financial systems.

Beyond numerical assessments, academic achievement in economics is also reflected in a student's engagement with economic discussions and independent research. High-achieving students often demonstrate intellectual curiosity by exploring economic questions beyond the classroom, participating in debates, and conducting research that contributes to the field. Students may examine the consequences of globalisation on developing countries, assess the influence of monetary policy on exchange rates, or evaluate the correlation between income inequality and economic growth. Their ability to integrate economic knowledge with interdisciplinary perspectives allows them to assess and develop innovative solutions to economic challenges. Engaging in research and economic discourse not only improves their academic standing but also prepares them for advanced studies and professional careers in economics.

Furthermore, academic achievement in economics is influenced by motivation, effort, and participation. Students who actively engage with economic content, stay updated on global economic trends, and apply economic principles in real-life scenarios tend to excel in the discipline. The capacity to maintain perseverance in academic pursuits, pursue professional development opportunities, and cultivate robust analytical skills distinguishes academically successful individuals from their peers. A student who is motivated to understand economic systems will go beyond textbooks, analyzing economic reports, following financial news, and engaging with academic and professional economists. Such pupils are more predisposed to succeed as they cultivate a profound understanding of economics and its practical ramifications.

Academic achievement in economics is influenced by multiple factors, ranging from personal capabilities to institutional support and broader socioeconomic conditions[7]. While some students excel in understanding and applying economic principles, others struggle due to various barriers that hinder their academic progress. One of the primary challenges students face in economics is cognitive difficulty and abstract nature of economic theories. Economics requires strong analytical and quantitative skills, as it involves mathematical modeling, statistical analysis, and logical reasoning. Concepts such as market equilibrium, elasticity, fiscal policy, and economic growth models can be highly abstract, making it difficult for students to grasp their real-world applications. Many students struggle with connecting theoretical knowledge to practical economic scenarios, which affects their ability to analyze and interpret economic problems effectively. Additionally, the integration of microeconomics and macroeconomics requires a comprehensive understanding of multiple layers of economic activity, which some students find overwhelming. According to Taiwo, Ukamaka & Abdallah (2021) Classroom management encompasses the tactics, techniques, and practices employed by teachers to establish an environment that facilitates effective teaching and learning. It involves more than just maintaining discipline; it encompasses the organization of classroom activities, the establishment of clear rules and routines, and the implementation of instructional strategies that keep students engaged. A well-managed classroom provides a structured yet flexible atmosphere where students can thrive academically and socially. Teachers play a crucial role in setting the tone for a positive learning environment by fostering mutual respect, ensuring fairness in their interactions, and using methods that support student motivation and participation. Effective classroom management enhances student focus, fosters positive peer interactions, and cultivates vital life skills including accountability, time management, and self-regulation.

An essential aspect of classroom management is maintaining discipline and minimizing disruptions. Teachers achieve this by setting clear expectations, establishing firm but fair rules, and enforcing consequences consistently. When students know the boundaries and understand the rationale behind classroom rules, they are more likely to exhibit positive behavior. Preventative strategies, such as engaging lesson delivery and proactive supervision, also play a vital role in minimizing behavioral issues. Teachers who use positive reinforcement, such as praise and rewards for good behavior, encourage students to follow classroom norms willingly. At the same time, constructive discipline methods such as redirection, logical consequences, and restorative

practices help students learn from their mistakes rather than simply fearing punishment. Additionally, fostering strong teacher-student relationships enhances discipline, as students tend to be more cooperative when they feel valued and respected. A teacher's capacity to harmonise power with empathy fosters trust and motivates students to assume accountability for their actions. This paper focuses on three measures that can be used to measure Classroom Management:

1) Instructional Management
2) Behavioural Management
3) Time Management

1) Instructional management: is the strategies and practices employed by teachers to efficiently organise, deliver, and oversee instruction. It encompasses lesson planning, instructional supervision, and the adoption of diverse teaching methodologies to engage students and optimize learning outcomes. Studies have shown that instructional management directly influences students' academic achievement by ensuring that lessons are structured, interactive, and goal-oriented. For instance, a scholar highlights that effective instructional supervision, particularly when principals actively monitor lesson delivery, improves student performance by ensuring curriculum completion and quality instruction. Instructional management is a crucial component of education that guarantees the proper implementation of courses, the optimal utilisation of instructional resources, and the alignment of pedagogical methods with educational objectives. It entails the methodical planning, organisation, execution, and assessment of educational activities to establish a structured and stimulating learning environment. Efficient instructional management is essential for ensuring consistency in teaching and enhancing student learning outcomes. Without proper instructional management, classrooms can become disorganized, students may struggle to understand lessons, and teachers may find it difficult to meet educational goals. Therefore, instructional management serves as a guiding framework that enables teachers to maximize teaching efficiency and foster student success.

Instructional management requires continuous improvement, yet many teachers have limited access to professional development opportunities. Additionally, continuous assessment allows teachers to modify their instructional strategies based on student performance, ensuring that learning remains effective and responsive.

2) Behavioural management: encompasses the tactics employed by teachers to establish and uphold discipline in the classroom, hence fostering a conducive learning environment. This involves setting clear behavioral expectations, enforcing rules consistently, and employing positive reinforcement to encourage appropriate conduct. Effective behavioral management reduces disruptions and fosters an atmosphere where students can focus on learning. Research emphasizes that structured behavioral management positively influences students' engagement and participation, which in turn enhances their academic performance. Without effective behavioral management, students may experience frequent distractions, leading to reduced comprehension and lower academic outcomes.

Behavioural management is a structured approach to influencing, regulating, and directing individuals' actions to achieve positive and productive outcomes in various settings, including education, workplaces, and social environments. A fundamental aspect of behavioural

management is the application of reinforcement strategies to encourage positive behaviours. Positive reinforcement involves rewarding desirable actions to motivate individuals to repeat them, while negative reinforcement removes an aversive stimulus when a positive behaviour is demonstrated. For example, in a classroom, students who complete their assignments on time may receive praise or extra privileges, reinforcing their willingness to meet deadlines. Conversely, negative behaviours can be addressed using punishment or corrective measures, such as loss of privileges or disciplinary action. The goal is not only to correct disruptive behaviour but also to instill a sense of accountability and responsibility. Effective behavioural management requires a balanced approach that combines discipline with motivation to promote lasting behavioural change.

3) Time management: in the context of this study involves the efficient allocation and utilization of instructional time to maximize student learning. Teachers must structure their lessons effectively, minimize time wastage, and ensure a balance between instructional delivery and student engagement. Research shows that proper time management techniques, such as establishing routines and prioritizing lesson objectives, significantly impact student performance by reducing lost instructional time. When time is well-managed, students receive more structured instruction, have opportunities for active participation, and are better able to grasp complex concepts, ultimately leading to improved academic outcomes. Time management is an essential ability that allows individuals to efficiently organise, prioritise, and allocate their time to improve productivity and attain specified objectives. It is not merely about completing tasks within a given time frame but about maximizing efficiency while maintaining a balance between professional, academic, and personal responsibilities. Effective time management requires individuals to cultivate self-discipline, make informed decisions, and allocate their energy to activities that yield the highest value. By practicing time management, individuals can streamline their workflow, reduce stress, and improve overall performance. Those who fail to manage their time effectively often experience difficulties meeting deadlines, increased levels of anxiety, and diminished productivity, which can negatively impact their long-term success.

In an academic context, time management is particularly crucial for students who must balance coursework, assignments, extracurricular activities, and personal commitments. Students who cultivate robust time management skills are more inclined to submit assignments punctually, excel in examinations, and alleviate stress associated with academic obligations. Effective time management in education involves setting clear study goals, organizing schedules, and avoiding procrastination. Many students struggle with managing their academic workload because they fail to allocate sufficient time for studying and preparation. Poor time management often leads to rushed assignments, inadequate revision, and lower academic performance. However, students who adopt structured time management techniques such as creating a study timetable, prioritizing subjects based on difficulty level, and breaking large tasks into manageable parts experience greater academic success. By cultivating strong time management habits early on, students are better prepared to handle the demands of higher education and future professional responsibilities. One of the most critical components of classroom management is time management, as it directly influences lesson delivery, student participation, and overall academic achievement. Time

management in the classroom is not merely about adhering to a rigid schedule but involves the strategic allocation of time to different activities, minimizing disruptions, and maximizing learning opportunities. A well-managed classroom is one in which time is efficiently utilized, ensuring that both teachers and students can accomplish their educational objectives without unnecessary distractions or inefficiencies.

Classroom time management also involves minimizing time-wasting behaviors that can disrupt the flow of learning. Common sources of time loss in classrooms include excessive administrative tasks, unnecessary transitions between activities, prolonged disciplinary interventions, and unstructured classroom discussions. Teachers must develop strategies to handle these challenges effectively by establishing routines, setting clear expectations, and ensuring that students understand the importance of time consciousness. For example, using timers for activities, implementing clear start-and-stop signals, and training students in smooth transitions between tasks can significantly improve time efficiency. When students acknowledge the significance of their classroom time, they are more inclined to maintain focus and engagement, so diminishing behavioural problems and fostering a constructive learning atmosphere.

A crucial aspect of time management in classroom management is student engagement and participation. An effectively managed classroom guarantees productive time utilisation by maintaining student engagement in the learning process. Time management is essential in the assessment and evaluation process in the classroom. Effective classroom management includes timely and efficient assessment methods that do not consume excessive instructional time while still providing valuable feedback on student progress. Teachers must balance the need for formative and summative assessments without allowing these evaluations to take over significant portions of instructional time. Well-planned quizzes, peer assessments, and the use of technology to automate grading can help teachers assess student performance without compromising instructional time. Additionally, prompt feedback is essential in maintaining student motivation and helping them understand their progress, thereby fostering a more structured and time-efficient learning process.

Academic Achievement in Economics

Academic achievement in economics refers to the level of proficiency demonstrated by students in understanding and applying economic concepts, theories, and models. It encompasses a student's ability to grasp fundamental economic principles and utilize them effectively in analyzing real-world economic issues. This achievement is often measured through various academic assessments, including coursework, examinations, research projects, and presentations, all of which reflect a student's comprehension and engagement with economic studies. However, academic achievement in economics is not merely about obtaining high grades; it is also about developing a deep understanding of economic frameworks and being able to apply them effectively in different contexts.

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Research Design

This study employed a descriptive survey research design, which entails collecting data from a representative sample of the community to derive results applicable to the full population. This design aims to gather and analyse data without altering any variables.

Population of the Study

The study's target population included all Senior Secondary School Two (SSS2) pupils registered in public senior secondary schools in Oyo State, Nigeria. At the time of this study, there were 625 public senior secondary schools, 66,601 senior secondary school 2 students enrolled in Economics, and 1,891 Economics teachers across the three senatorial districts in Oyo State.

Table 1: Population of the Study

S/N	Senatorial Districts	Number of Schools	Population of SS2 Students	Population of Economics Teachers
1.	Oyo Central	244	28243	737
2.	Oyo North	171	17259	519
3.	Oyo South	210	21099	635
	Sub-total	625	66601	1891

Sample and Sampling Techniques

The Taro Yamane formula ($n = \frac{N}{1+N(e)^2}$ Where: N is population, n is sample size, e is level of precision=5%, 1 is constant) was used to determine the appropriate sample size of schools, students and teachers after which the schools, students and teachers were randomly selected based on the determined sample size using the Simple Random Sampling Technique.

Table 2: Sampled Population of the Study

S/N	Senatorial Districts	Sampled Number of Schools	Sampled Number of SS2 Students	Sampled Number of Economics Teachers
1.	Oyo Central	152	394	259
2.	Oyo North	120	390	225
3.	Oyo South	138	392	245
	Sub-total	410	1176	729

Instruments for Data Collection

This study utilised a standardized achievement test and one self-developed sets of questionnaires. The instruments are the "Economics Achievement Test (EAT)," the "Students' Questionnaires on Classroom Management on academic achievement. The EAT assessed students' academic achievement in Economics. It is partitioned into two sections, namely sections A and B. Section A pertains to the demographic information of the respondents. The data encompasses gender, age, and class size. Section B has 30 multiple choice questions (MCQs) with a time allocation of 40 minutes. The multiple-choice question was derived from the West African Examinations Council (WAEC), primarily targeting former questions from SS2.

SQCMAA comprises three sections: A, B, and C. Section A include items regarding the demographic characteristics of respondents, including gender, age range, and class size. Section B comprises 12 items meticulously designed to assess the level of classroom management in senior secondary schools in Oyo State, Nigeria, with items 1-4 evaluating instructional management, items 5-8 assessing behavioural management, and items 9-12 measuring time management. Finally, section C has 12 questions designed to assess the impact of classroom management on the academic performance of senior secondary school students in Economics in Oyo State, Nigeria.

Method of Data Analysis

The questionnaire was thereafter analysed and T-test was employed for the hypothesis.

Results and Discussion of Findings

Questionnaire Return Rate

A total of 1,176 copies of the questionnaire were administered to SS2 students during the fieldwork, out of which 1,098 were successfully retrieved, giving a response rate of 93.4%. From the retrieved copies, 1,011 were considered valid for analysis, representing 86% of the total distributed.

Demographic Data Analysis

This section presents demographic information of respondents

Table 3: Gender Distribution of Students

Gender of Students		
Gender	**Frequency**	**Percent**
Male	592	58.6
Female	419	41.4
Total	**1011**	**100.0**

Source: Researcher's Field Survey, 2025

Table 3 presents the gender distribution of the students who participated in the study. Out of the 1,011 valid respondents, 592 were male, representing 58.6% of the total, while 419 were female, accounting for 41.4%. This indicates that male students constituted a higher proportion of the sample compared to female students. The distribution suggests that the study population was somewhat male-dominated, though both genders were adequately represented to provide balanced perspectives.

Table 4: Age Distribution of Students

Age of Students		
Age Range	**Frequency**	**Percent**
13-15 Years	549	54.3
16-18 Years	424	41.9
19 Years and Above	38	3.8
Total	**1011**	**100.0**

Source: Researcher's Field Survey, 2025

Table 4 presents the age distribution of the student respondents. The results show that the majority of the students, representing 54.3% (549), were within the age range of 13 to 15 years. This was

followed by 424 students, accounting for 41.9%, who fell within the age bracket of 16 to 18 years. Only a small proportion of the respondents, 38 students (3.8%), were 19 years and above. This distribution indicates that most of the sampled SS2 students were in their early to mid-adolescent stage, which aligns with the typical age range of students at this level of education.

Table 5: Class Size

Class Size		
Class Size	**Frequency**	**Percent**
Less than 30	295	29.2
31-50	252	24.9
51-70	366	36.2
Above 70	98	9.7
Total	**1011**	**100.0**

Source: Researcher's Field Survey, 2025

Table 5 shows the distribution of students based on class size. The findings reveal that the majority of the students, 366 (36.2%), were in classes with between 51 and 70 students. This was followed by 295 students (29.2%) who reported being in classes with fewer than 30 students, while 252 students (24.9%) were in classes with 31 to 50 students. Only 98 students, representing 9.7% of the total, indicated that their classes had more than 70 students. This distribution suggests that a significant proportion of the students were in moderately large classes, with relatively few experiencing either very small or very overcrowded class sizes.

Research Question One: What is the level of senior secondary school students' academic achievement in Economics in Oyo State, Nigeria?

Table 6: Economics Achievement Test

Economics Achievement Test		
Experience	**Frequency**	**Percent**
Less than 25 Marks	198	19.6
26-49 Marks	396	39.2
50-69 Marks	229	22.7
70-100	188	18.6
Total	**1011**	**100.0**

Source: Researcher's Field Survey, 2025

Decision Rule: Scores less than 25 is very low, 25-49 is low, 50-69 is high, 70-100 is very high
Table 6 presented the distribution of students' scores in the Economics Achievement Test. Out of a total of 1,011 students, 198 students (19.6%) scored less than 25 marks, which was categorized as very low achievement. The largest group, 396 students (39.2%), scored between 26 and 49 marks, which fell under the low achievement category. Furthermore, 229 students (22.7%) obtained scores between 50 and 69 marks, indicating a high level of achievement, while 188 students (18.6%) scored between 70 and 100 marks, which reflected very high achievement.

Overall, the results showed that a majority of the students (58.8%) scored below 50 marks (very low and low categories combined), while only 41.3% scored 50 marks and above (high and very

high categories combined). This implied that students' overall performance in the Economics Achievement Test was generally low, as more than half of them did not reach the high achievement benchmark.

Research Question Two: What is the level of classroom management (instructional, behavioural and time management) in senior secondary schools in Oyo State, Nigeria?

Table 7: Classroom Management (Instructional, Behavioural and Time Management) in Senior Secondary Schools in Oyo State, Nigeria
Students' Response

S/N	Item:	VT (%)	T (%)	PT (%)	NT (%)	Mean	SD
	Instructional Management						
1	My teacher clearly explains the lesson objectives before starting a new topic.	223(22.1)	244(24.1)	260(25.7)	284(28.1)	2.40	1.116
2	The lessons are well-organized and easy to follow.	271(26.8)	183(18.1)	290(28.7)	267(26.4)	2.45	1.146
3	My teacher provides a variety of learning materials to help us understand better.	331(32.7)	221(21.9)	241(23.8)	218(21.6)	2.66	1.146
4	Class activities and assignments are relevant to what we learn in class.	256(25.3)	241(23.8)	323(31.9)	191(18.9)	2.56	1.064
	Behavioural Management						
5	My teacher sets clear rules and expectations for classroom behaviour.	218(21.6)	288(28.5)	307(30.4)	198(19.6)	2.52	1.036
6	My teacher responds to misbehaviour in a calm and respectful way.	278(27.5)	251(24.8)	267(26.4)	215(21.3)	2.59	1.104
7	Good behaviour is recognized and appreciated in my class.	230(22.7)	238(23.5)	255(25.2)	288(28.5)	2.41	1.126
8	Disruptions are handled quickly so that learning is not interrupted.	255(25.2)	253(25.0)	228(22.6)	275(27.2)	2.48	1.140
	Time Management						
9	My teacher starts and ends lessons on time.	223(22.1)	229(22.7)	308(30.5)	251(24.8)	2.42	1.087
10	Class time is used effectively for learning activities.	249(24.6)	204(20.2)	324(32.0)	234(23.1)	2.46	1.098
11	We complete most of the planned lessons within the scheduled time.	132(13.1)	294(29.1)	216(21.4)	369(36.5)	2.19	1.070
12	There is enough time for discussions, questions, and clarification during lessons.	180(17.8)	209(20.7)	248(24.5)	374(37.0)	2.19	1.119
Weighted Mean = 2.44 Low							

Source: Researcher's Field Survey, 2025
KEY: VT= Very True (4), T= True (3), PT= Partially True (2), NT= Not True (1), and SD = Standard Deviation
Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 7 presented students' responses on the level of classroom management (instructional, behavioural, and time management) in senior secondary schools in Oyo State. Under instructional management, most of the items had mean scores below 2.50 except for the statement "My teacher provides a variety of learning materials to help us understand better" (Mean = 2.66) and "Class activities and assignments are relevant to what we learn in class" (Mean = 2.56), which were rated at a moderate level. Items on teachers clearly explaining lesson objectives (Mean = 2.40) and organizing lessons well (Mean = 2.45) were rated low. This indicated that

teachers demonstrated only a moderate level of instructional management in some aspects, while others were generally low.

For behavioural management, most items also recorded mean scores below 2.50, indicating a low level. For instance, recognizing and appreciating good behaviour (Mean = 2.41) and handling disruptions quickly (Mean = 2.48) were rated low, while setting clear classroom rules (Mean = 2.52) and responding to misbehaviour calmly (Mean = 2.59) were rated moderately. This suggested that teachers' behavioural management practices were generally low, with only a few aspects rated moderate.

Regarding time management, all the items had mean scores below 2.50, such as starting and ending lessons on time (Mean = 2.42), using class time effectively (Mean = 2.46), completing lessons within scheduled time (Mean = 2.19), and allowing time for discussions and clarifications (Mean = 2.19). This showed that teachers' time management practices were largely poor. Overall, the weighted mean of 2.44 fell within the low range, which implied that the overall level of classroom management (instructional, behavioural, and time management) among teachers was low according to students' perceptions.

H_01: There will be no significant gender difference in senior secondary school students' academic achievement in Economics in Oyo State, Nigeria.

Table 8: Summary of T-Test Showing Gender Difference in Senior Secondary School Students' Academic Achievement in Economics in Oyo State, Nigeria

Group Statistics

		Gender Distribution of Students	N	Mean	Std. Deviation	Std. Error Mean
Economics Test	Achievement	Male	592	1.67	.472	.019
		Female	419	3.44	.507	.025

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95 Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Economics Achievement Test	Equal variances assumed	40.894	.000	-57.210	1009	.000	-1.778	.031	-1.839	-1.717
	Equal variances not assumed			-56.519	859.679	.000	-1.778	.031	-1.840	-1.717

Source: Researcher's Field Survey, 2025

Table 8 presented the result of the independent samples t-test examining gender difference in senior secondary school students' academic achievement in Economics in Oyo State, Nigeria.

The group statistics showed that male students (N = 592) had a mean score of 1.67 (SD = 0.472), while female students (N = 419) had a mean score of 3.44 (SD = 0.507) in the Economics Achievement Test.

The Levene's Test for Equality of Variances was significant ($F = 40.894$, $p < 0.05$), indicating that the assumption of equal variances was violated. However, both the equal variances assumed and not assumed outputs showed that the difference between male and female students' academic achievement was statistically significant ($t = –57.210$, $df = 1009$, $p < 0.05$). The mean difference of –1.778 indicated that female students outperformed their male counterparts in Economics achievement. This finding implied that there was a significant gender difference in students' academic achievement in Economics, with female students performing significantly better than male students in senior secondary schools in Oyo State.

Discussion of Findings

Research question one examined the extent of senior secondary school students' academic achievement in Economics in Oyo State, Nigeria. The results revealed that students' achievement in the subject is generally low. A major factor behind this outcome is the ineffective instructional strategies adopted in schools. Many Economics teachers still depend largely on teacher-centered, lecture-based approaches that encourage rote memorization rather than meaningful understanding. Since Economics demands critical thinking and the application of abstract ideas, passive learning prevents students from analyzing or interpreting concepts effectively. The limited use of learner-centered strategies such as problem-solving, case studies, and group discussions further reduces active participation, leaving students unable to translate classroom knowledge into examination success.

Another challenge is the inadequacy of teaching and learning resources. Economics, being a concept-driven subject, requires textbooks, visual aids, and ICT-based tools for effective delivery. Unfortunately, these resources are either insufficient or completely lacking in many schools. Without access to charts, graphs, simulations, and other instructional materials, students struggle to comprehend abstract models. Similarly, the absence of such resources restricts teachers from diversifying their teaching methods. Furthermore, successful learning in Economics requires regular study, revision, and application of knowledge to real-life situations. However, many students demonstrate weak study habits such as cramming, irregular revision, and poor note-taking. These deficiencies are often linked to low motivation, as students generally perceive Economics as a difficult subject. Consequently, they devote less time to it compared to subjects they find more manageable, leading to superficial understanding, weak content mastery, and low performance in assessments.

Socioeconomic background is also a significant determinant of achievement in Economics. Students from low-income families frequently lack financial and educational support, including textbooks, private tutoring, and conducive study environments. In many cases, they rely solely on classroom teaching, which may already be inadequate. Some are further burdened by

economic responsibilities, such as engaging in part-time work to support their families. These conditions limit their study time and concentration, making it difficult to compete with peers from more privileged backgrounds. As a result, their achievement in Economics remains disproportionately low.

These findings align with previous research, such as a study that examined the link between bullying victimization and academic performance, showing that bullying negatively affects cognitive-motivational factors, which subsequently leads to lower academic achievement. A related study explored the impact of academic stress on students' academic achievement and its implications for their future. The findings revealed that academic stress significantly hinders students' performance, with a higher proportion of females (65.20%) experiencing stress compared to males (59.60%), ultimately contributing to increased dropout rates and lower graduation rate. A study investigated academic and adaptation difficulties of medical students with low academic achievement in the first two years. This result showed that the academic difficulties of first-two-year students with low academic achievement are influenced by several factors, including the transition from school to university, tight scheduling, difficulty in understanding lecture material, and the online lecture system due to the COVID-19 pandemic occurred since 2020. A study aimed to examine the influence of computers in students' academic achievement. The results revealed that enjoyment attitudes, school environment, interest motivations, and loneliness influence academic achievement negatively. Another related study examined the use of media and technology, academic procrastination and academic achievement in adolescence. Stress and achievement motivation of higher secondary students. The results revealed that as media and technology usage increased, students' academic achievement decreased.

Conversely, some studies present contrasting findings. For example, a study in the Federal Capital Territory aimed to identify the effect of brain-based learning strategies on secondary school students' academic achievement found out that there is higher mean score in Economics for students in the experimental group at post-test. A similar study investigated socioeconomic status and academic achievement in primary and secondary education. The results showed a moderate correlation between socioeconomic status and academic achievement. Another similar study examined the relationship between parents' involvement in their children's education and their academic achievement as well as the role the socioeconomic status plays in this relationship. The results showed that parental involvement at home and at school, such as parents' reading to their children at home, providing encouragement and support for learning, maintaining high aspirations and expectations for their children's education and academic success, establishing communication, discussing school issues with their children, all have positively impacted the academic achievement of children. Another related study investigated the impact of socio-economic status on academic achievement. The result indicated that students from higher socio-economic backgrounds (high status) tend to have higher average academic achievements compared to those from middle or low socio-economic backgrounds. In China, another study aimed to investigate career adaptability and academic achievement among Chinese High School

students. The findings indicated that students with an overall high level of career adaptability or more robust career control are more likely to achieve higher academic achievement.

The second research question sought to determine the level of classroom management covering instructional, behavioural, and time management in senior secondary schools in Oyo State, Nigeria. The findings revealed that the level of classroom management in senior secondary schools in Oyo State, Nigeria is moderate. This moderate level may reflect several systemic and contextual factors. For example, inadequate professional development opportunities, large class sizes, insufficient instructional resources, and high teacher workload are known to hinder effective classroom management. Teachers who lack continuous training on modern classroom management strategies may rely on outdated or less effective techniques, thereby limiting their ability to maintain students' attention, regulate behaviour, and manage instructional time efficiently. However, the moderate level also indicates that there is a foundation to build upon. Teachers are not entirely lacking classroom management skills, which means targeted interventions such as capacity-building workshops, mentoring programs, and school-based professional learning communities could significantly improve their competencies.

Several studies align with the notion that the overall level of classroom management in senior secondary schools in Oyo State, Nigeria is low. For instance, In Turkey, a study examined the effect of some factors on teachers' classroom management skills. It was discovered that teachers' classroom management skills were found at medium level. Again, in Altindag District of the province of Ankara, a study investigated the relationship between teachers' democratic classroom management attitudes and students' critical thinking dispositions. The result showed that teachers' democratic classroom management attitudes were at moderate level. Also, some scholars reported that teachers' classroom practices are slightly good, but not excellent, further supporting the notion of a moderate level of management in these schools.

Alternatively, some studies contradict the notion that the level of classroom management in senior secondary schools in Oyo State, Nigeria is moderate. For instance, a study aimed to examine the knowledge levels of teachers with refugee students in their class as it relates to classroom management. The results of the study showed that the knowledge level of teachers with refugee students(s) present in their class had low knowledge level related to classroom management. Also, a study investigated the effect of technology use in education on classroom management within the scope of the Fatih project and it was discovered that the average scores obtained from the management of the classroom order and teaching sub-dimension were the lowest. Additionally, another study investigated the influence of classroom management on students' learning motivation in the Department of Office Administration. It was discovered that the level of influence of classroom management on learning motivation is classified in the low category. Similarly, another related study conducted in Ondo State, Nigeria examined teachers' classroom management and quality assurance of students' learning outcome in secondary schools. The result showed that teachers' classroom management is high. Furthermore, a study explored teacher-student relationships and classroom management practices and how they relate

to self-efficacy, work stress, and classroom climate. It was discovered that supportive teachers demonstrated high levels of teacher-student relationships and classroom management. Finally, in Monywa Township in Myanmar, a study was conducted to investigate the relationship between teachers' efficacy and classroom management. It was discovered that teachers' classroom management practices were high.

The Hypothesis was raised to examine the significant gender difference in senior secondary school students' academic achievement in Economics in Oyo State, Nigeria. The findings revealed a statistically significant gender difference, with female students outperforming their male counterparts. Several factors may explain this outcome. Gender differences play a significant role in shaping students' academic achievement at the senior secondary level. Girls are often more disciplined, attentive, and diligent in completing their schoolwork, which naturally gives them an academic edge over their male counterparts. Beyond this, many female students are motivated by social and economic empowerment goals, pushing them to take their studies more seriously and engage actively in classroom learning. On the other hand, male students are sometimes distracted by peer influence, societal expectations, and a reduced interest in academic activities, factors that can negatively affect their performance compared to their female peers.

A study aligns with the result above and it examined gender difference in adolescents' academic achievement. The findings revealed that boys are more prone to misbehaviour than girls, whereas boys' academic results are more sensitive to changes in their family socio-economic status, which also explains a significant portion of the gender differences in academic achievement[34]. Conversely, a study examined the effect of gender on social studies students' academic achievement in secondary school. The result revealed that gender (male/female) had no significant effect on students' achievement in Basic Science.

Summary of Findings

The findings revealed that students' achievement in Economics was generally low with majority of the students scoring between 26-49 marks. Level of classroom management in senior secondary schools in Oyo State was moderate ($\bar{x}$ = 2.70) and the hypothesis demonstrated a significant gender difference in achievement, with female students ($\bar{x}$ = 3.44) performing better than their male counterparts ($\bar{x}$ = 1.67) in Economics.

Conclusion

This study examined classroom management and academic achievement among senior secondary school students in Oyo State, Nigeria. The findings revealed that students' achievement in Economics was generally low. The level of classroom management among teachers was found to be moderate. Despite the shortcomings, the study established that effective classroom management had a significant influence on students' achievement in Economics. Additionally, a significant gender difference was observed, with female students performing better than their male counterparts. Overall, the study concludes that improving effective classroom management

practices are critical for raising students' academic achievement in Economics in senior secondary schools in Oyo State. Focused interventions to create friendly and more conducsive classroom environments, and address gender-related achievement gaps could help improve learning outcomes in the subject.

Recommendations

The following recommendations are made based on the outcomes of the study:

1. Schools should introduce targeted academic support programmes such as remedial classes, peer tutoring, and enrichment activities to help students strengthen their understanding of core Economics concepts and improve overall achievement levels.
2. School administrators should organise regular professional development workshops for teachers on modern, student-centred classroom management techniques to enhance orderliness and engagement during lessons.
3. Special interventions should be designed to support male students who underperformed relative to females. This could include gender-sensitive teaching approaches, motivational programmes, and mentorship initiatives that encourage male students to engage more actively with Economics learnings.

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