



CLASSROOM CONTROL AS A CORRELATE OF STUDENTS' ACADEMIC PERFORMANCE IN ENTREPRENEURIAL SUBJECTS IN SECONDARY SCHOOLS IN OWERRI EDUCATIONAL ZONE II.

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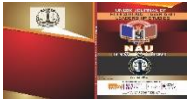
ABSTRACT

This study investigated 'classroom control as a correlate of students' academic performance in entrepreneurial subjects in secondary schools in Owerri Educational Zone II.' The correlation research design was adopted. Two research questions were posed and two hypotheses formulated. The population was 4,726 respondents while sample was 472, representing 10% of the population. Purposive and cluster sampling techniques were adopted. A researcher-constructed instrument was used. The instrument was titled: "Teacher Classroom Control Questionnaire" (TCCQ). The internal consistency reliability of the instrument was determined through the use of Cronbach Alpha method, which yielded an estimate of 0.83, signifying that the instrument was reliable. The Pearson 'r' statistic was used to answer the research questions. The t-test significance of correlation coefficient statistic was used to test the hypotheses, at 0.05 level of significance. Findings revealed among others that: there is a significant relationship between teacher subject mastery exhibition classroom control and students' academic performance. It was recommended among others that teachers should endeavour to develop good mastery of their subjects in order to effectively influence students' academic performance.

Keywords: Teacher, Classroom Control, Entrepreneurial Subjects, Secondary Schools, Academic Performance.

Introduction

Entrepreneurship is an essential skill required by students in order to thrive in today's competitive job market. It was on this premise that entrepreneurial subjects were introduced in the secondary schools. There are other several reasons why incorporating entrepreneurship into the education system became necessary. First and foremost, teaching entrepreneurship skills especially in secondary schools, helps students to develop the mindset that is essential for success in both their personal and professional lives. By learning how to think creatively, take calculated risks, and solve problems, students are better equipped to navigate the challenges of the modern world. According to Dambo and Onyekit (2018), this set of skill is becoming increasingly important as traditional career paths are changing, and more people are opting for entrepreneurial ventures. It is therefore important for teachers to make efforts to effectively implement this programme by ensuring good classroom control in their teaching of the entrepreneurial subjects.



Entrepreneurial subjects refer to the courses and topics that focus on the practical aspects and skills of starting and running successful businesses. These courses are designed to provide aspiring entrepreneurs with the knowledge, skills and tools needed to navigate the complex and challenging world of business in ownership. There is a wide variety of entrepreneurial subjects that are typically covered in business schools and entrepreneurship programmes. Some of the most common topics include: business methods, financial management, marketing, management and operation, etc. The teaching of these subjects is essential because it equips any one intending to start his or her own business, as they cover crucial aspects of entrepreneurship that are necessary for success. Hence it is important to enrich students with such knowledge in order to prepare them to attain self-reliance after their graduation from school. The important issue to consider now is the teachers' development of effective classroom control that will assist in sustaining the students' attention and interest in the subject (Daniel, 2011).

Classroom control is an essential aspect of effective teaching that involves creating a safe and productive learning environment for students. It is a skill that teachers must develop in order to effectively manage their classrooms and ensure that students are engaged and behave properly. According to Onyerionwu (2018), with proper classroom control, teachers can create a positive and conducive atmosphere for learning, which ultimately leads to better academic performance and students' success, especially when it has to do with students at the secondary school level.

Secondary school level of education is a critical period in a students' academic journey. It is a time that the students begin to focus on specific subjects that will shape their future career path. It is a phase where students are exposed to a more challenging curriculum and are expected to take more responsibility of their own learning and development. The secondary school years are typically between the ages of 11 and 16, or grades 6 and 10, depending on the education system in place. One of the major aspects of secondary school is the increased focus on academic subjects and specialization. Students are now required to study a wider range of subjects, including Business Studies, Mathematics, Science, Languages, Arts, Social Studies, and more. They may equally have the opportunity to choose elective courses that cater for their specific interests and career goals.

The specialization allows students to explore deeper into subjects that they are passionate about and develop more thorough understanding of their field. Students equally develop critical thinking ability mostly from the secondary school levels. There is therefore the need to inculcate in them the knowledge and skills emanating from the entrepreneurship subjects in order to equip them well to face the challenges of work, especially with the current trend of unemployment that is bedeviling the society at the present time.

The issue of unemployment has become so overwhelming that something urgent and drastic needs to be done to tackle its effects on Nigerian citizens. Udemba (2014) maintains that Nigeria, a country rich in natural resources and boasting a large and growing population still struggles with high rates of unemployment. The author maintains that the unemployment rate in Nigeria has been a major concern for both the Government and the citizenry for many years now. Colman (2021) reports that in Nigeria, a country with a population of over 200 million people, high rates of unemployment can have a devastating impact on individuals, families, communities and the economy as a whole. The Nigerian Economic Summit Group (NESG, 2022) maintains that there are many factors contributing to the high levels of unemployment in Nigeria. According to



the author, one of the main reasons is the lack of adequate education and skills training. Many young people in Nigeria therefore do not have access to quality and/or skilled training that could equip them to stand the taste of time in the competitive job market. Additionally, the country's economy is highly dependent on oil revenue which leads to lack of diversification and vulnerability to external shock.

All these facts make it imperative for teachers to adopt effective ways of preparing students adequately in entrepreneurship subjects in order to facilitate their tendencies for self-reliance. It is however unfortunate that based on evidence from students' performance levels in the examinations, they do not have good entrepreneurial knowledge. There is therefore the worry concerning the ability of the teachers to effectively instill the entrepreneurial knowledge on the students. There have been much attributions of this problems to the lack of classroom control of teachers in the teaching of the entrepreneurial subjects. The teacher classroom control which has been explained as the ability of the teacher to ensure that students are engaged and behave properly in class, therefore seems to be lacking in many teachers. Some of the aspects of this classroom control include: teachers' subject mastery exhibition, teachers' establishment of clear expectations, teachers' building of positive relationship with students and teachers' consistency.

Teachers' subject mastery exhibition entails the ability of the teacher to exhibit good knowledge of the subject he/she teaches. This according to Onyerionwu (2018), goes a long way in arresting the attention of the students and maintaining their focus as the classroom teaching goes on.

Teachers' establishment of clear expectation on the other hand, entails the ability of the teacher to set clear guidelines and rules to ensure that students understand what is expected of them in terms of behavior, assignment and participation.

Academic performance is the major indicator of students' success in their educational endeavours. It is a reflection of their ability to grasp and retain information, apply critical thinking skill and demonstrate mastery of the material taught in their course. It is measured through various means such as grades, test scores, class participation and overall academic achievement including those attained in entrepreneurial subjects.

Unfortunately, students do not attain high academic performance in entrepreneurial subjects these days, just as their teachers do not seem to have effective classroom control in the teaching of the subjects. This warrants the need to investigate the relationship between the teachers' classroom control and students' academic performance in the entrepreneurial subjects. The desire to achieve this triggered the researcher to embark on this study in order to ascertain the relationship between classroom control and students' academic performance in entrepreneurial subjects in secondary schools in Owerri Education Zone II of Imo State.

Statement of the Problem

The researcher speculates a very dwindling level of the academic performance of students in entrepreneurial subjects within secondary schools which has raised significant concerns among educators, policymakers, and stakeholders. Despite the acknowledged importance of entrepreneurial education in fostering skills necessary for economic development, many students continue to struggle academically in this area. A critical factor contributing to this issue is suggested to be the level of effectiveness of classroom control strategies employed by teachers.



Classroom control encompasses various management techniques that create conducive learning environments, which might be essential for engaging students and enhancing their academic outcomes. However, many classroom teachers tend to exhibit poor management practices characterized by disorganization, lack of discipline, and ineffective communication. Such environments not only hinder effective teaching but also demotivate students, leading to subpar academic performance. Research indicates that effective classroom management can significantly influence students' engagement and learning outcomes. For instance, studies have shown that structured classroom environments promote better focus and retention among students, ultimately leading to improved academic results. Conversely, chaotic classrooms often result in disruptive behaviors that detract students from learning opportunities and negatively impact students' performance. There is therefore a pressing need to investigate how different classroom control strategies correlate with students' academic performance specifically in entrepreneurial subjects. The need to realize this motivated the researcher to embark on this study in order to investigate classroom control as a correlate of students' academic performance in entrepreneurial subjects in secondary schools in Owerri Educational Zone II.

The theory used in this study is the teacher quality and incentive theory which was suggested by Hendrik Jurgens in the year 1961. The theory hinges on the need for teachers to possess high standards in order to bequeath high academic standards on their students. The theory therefore maintains that teacher quality needs to be viewed as one of the most important inputs in an education production function.

The theory is relevant to the study because it proposes the need for teachers to possess high standards in order to bequeath high academic standards on their students. In line with this it can be imagined that it is only a teacher who possesses high standards that will be able to adapt effective classroom control.

Empirically, Onyenweokwu (2019) conducted a study on 'factors influencing effective classroom control among teachers of secondary schools in Abia State'. The study found among others that subject mastery is one of the important features of teacher classroom control. In the same vein, Mbadire (2014) conducted a study on 'teachers' teaching skills and students' academic performance in Ebonyi State. Findings of the study revealed among others that teachers that make clear establishment of their expectations from the students influence the students' academic performance more than those who do not. Emenike (2018) on the other hand, conducted a study on 'teaching strategies and students' academic performance in junior secondary schools in Enugu State'.

Research Questions

The following research questions were posed to guide the study:

1. What is the relationship between teacher subject mastery exhibition classroom control and students' academic performance in entrepreneurial subjects?
2. What is the Relationship between teachers' establishment of clear expectation classroom control and students' academic performance in entrepreneurial subjects?



Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance:

1. The relationship between teacher subject mastery exhibition classroom control and students' academic performance in entrepreneurial subjects is not significant.
2. The relationship between teachers' establishment of clear expectation classroom control and students' academic performance in entrepreneurial subjects is not significant.

Method

The design adopted for this study was correlational. The population of the study was 4,726, SS2 students from 6 secondary schools in Owerri Educational Zone II of Imo State. The sample size for this study was 472, representing 10% of the population. The sampling techniques employed were multi-stage: purposive, simple random and clustered sampling techniques. The researcher purposively selected only SS2 students of the secondary schools. He randomly selected the 472 students needed from the students who were already in clusters according to their schools. To determine the sample size, the researcher used the suggestion of Nwana (2007) that if the population is a few hundreds, a 40% or more sample will do. If thousands, 10% will do, if so many thousands, 5% or less will do. The research instrument used for the study was the questionnaire and the students' academic proforma. This instrument was developed by the researcher after a thorough review of literature. It covered the specific purpose of the study. The questionnaire was in two parts, A and B. part A sought information on Bio-data of respondents while part B was made up of two clusters. The students were requested to indicate their opinion concerning their teachers' classroom control on four-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The Scale was rated as follows: Strongly Agree- 4 points, Agree- 3 points, Disagree- 2 points, Strongly Disagree- 1 point. The academic proforma was used to collect their results from Secondary Education Management Board, Imo State. The instrument was first of all validated by one specialist from the Department of Educational Management and Planning and two other specialists in Education Measurement and Evaluation of Imo State University, Owerri. These specialists were requested to look at the items of the instrument that were poorly worded and those that did not correspond with the purpose of study. They were also requested to advise the researcher on the suitability of the rating scale. The researcher made use of corrections provided by the validators.

The internal consistency reliability of the instrument was determined. The instrument was administered to fifteen other SS2 students from other secondary schools outside the sampled areas but who share the same characteristics with them. Cronbach alpha method was used to test the reliability of the instrument. An estimate of 0.83 was obtained which shows that the instrument was reliable.

The researcher visited the schools involved with a letter seeking for permission to use their students for the study. After that, he administered the research instrument with the help of three trained assistants. The rating scales were retrieved through the same process, while the students' results were collected from the Secondary Education Management Board. The processes of administration and retrieval of the instruments lasted for two weeks. For the purpose of analyzing the data that was collected after the administration, the researcher computed the raw scores, by



using Pearson “r” statistic to answer the research questions. The hypotheses for this study were tested using t-test significance of correlation coefficient statistic with SPSS version 21 so as to establish the significant relationship between the variables in the study. There was a $p < 0.05$ level of significance for all of the hypotheses, while the acceptance or rejection of null hypotheses was based on the calculated value of the test analysis.

Results

Answers to Research Questions

Research Question One: What is the relationship between teacher subject mastery exhibition classroom control and students’ academic performance in entrepreneurial subjects?

Table 1a: the relationship between teacher subject mastery exhibition classroom control and students’ academic performance in entrepreneurial subjects.

n	r	r ²	Decision
472	0.79	0.62 (62%)	High Positive Relationship

Table 1a shows the relationship between teachers’ subject mastery exhibition classroom control and the students’ academic performance. The result of the analysis indicated that n is 472 while the correlation result is 0.79, the coefficient of determination is 0.62. This implies that 62% of the total variation in students’ academic performance could be attributed to the teachers’ subject mastery exhibition classroom control. However, the fact that the correlation was positive also shows that, as teacher subject mastery exhibition classroom control increases, the students’ academic performance increases as well by 62%. The conclusion was that there is a high positive relationship between teacher subject mastery exhibition classroom control and the students’ academic performance.

Hypothesis One: H₀₁: The relationship between teacher subject mastery exhibition classroom control and students’ academic performance in entrepreneurial subjects is not significant.

Table 1b: Summary of t-test significance of correlation between teacher subject mastery exhibition classroom control and students’ academic performance in entrepreneurial subjects

n	r	α	Df	t _{cal}	t _{tab}	Decision
472	0.79	0.05	470	27.43	1.96	Reject H ₀

Table 1b shows the summary of t-test significance of relationship between teacher subject mastery exhibition classroom control and students’ academic performance. The table indicated that the hypothesis is rejected. This is because, with the degree of freedom of 470, Pearson of 0.79, the t-cal of 27.43 is greater than the t-tab of 1.96 at 0.05 level of significance. This implies that there is a high positive significant relationship between teacher subject mastery exhibition classroom control and the students’ academic performance.



Research Question Two: What is the relationship between teachers' establishment of clear expectation classroom control and students' academic performance?

Table 2a: the relationship between teachers' establishment of clear expectation classroom control and students' academic performance.

n	r	r ²	Decision
472	0.60	0.36 (36%)	High Positive Relationship

Table 2a shows the relationship between teacher establishment of clear expectation classroom control and students' academic performance. The result of the analysis indicated that n is 472 while the correlation result is 0.60, the coefficient of determination is 0.36. this implies that 36% of the variation in students' academic performance could be attributed to the teacher establishment of clear expectation classroom control. However, the fact the correlation was positive shows that, as teacher establishment of clear expectation classroom control increases, the students' academic performance increases as well by 36%. The conclusion is that there is a high positive relationship between teacher establishment of clear expectation and the students' academic performance.

Hypothesis Two: Ho2: There is no significant relationship between teacher establishment of clear expectation classroom control and the students' academic performance.

Table 2b: Summary of t-test significance of relationship between teacher establishment of clear expectation classroom control and students' academic performance.

n	r	α	Df	t _{cal}	t _{tab}	Decision
472	0.60	0.05	470	16.33	1.96	Reject H ₀

Table 2b shows the summary of t-test significance of relationship between teacher establishment of clear expectation classroom control and students' academic performance. The table indicated that the hypothesis is rejected. This is because, with the degree of freedom of 470, Pearson r of 0.60, the t-cal of 16.33 is greater than the t-tab of 1.96 at 0.05 level of significance. This implies that there is a high positive significant relationship between teacher establishment of clear expectation classroom control and students' academic performance.

Discussion of Findings

Finding of the study as shown in tables 1a and 1b shows that a correlation result of 0.79 exists between teacher subject mastery exhibition classroom control and students' academic performance. Hypothesis 1, $t_{cal} > t_{tab} = 27.43 > 1.96$. Based on this, the null hypothesis was rejected, meaning that even as there is a high positive relationship that exists between the two variables, it is statistically significant. In that case, it should be noted that one variable determines the other, hence as teacher subject mastery exhibition classroom control improves, the students' academic performance equally improves. It can therefore be concluded that teacher subject mastery exhibition classroom control is one of the variables that influences the students' academic performance. This corroborates the finding of Onyenweokwu (2019) which reveals that teacher subject mastery is one of the important features of teacher classroom control. It can therefore be



concluded that teacher subject mastery exhibition classroom control influences students' academic performance.

Moreover, the result in tables 2a and 2b revealed a significant relationship between teacher establishment of clear expectation classroom control and academic performance of the students which means that academic performance of students is dependent on teacher establishment of clear expectation classroom control. Teacher establishment of clear expectation classroom control can therefore be said to be a variable that influences the academic performance of students. This finding supports that of Mbadire (2014) which showed among others that teachers that make clear establishment of their expectations for the students influence students' academic performance more than those who do not. Emanike (2018) equally found faking fore-warning to students concerning their expected discipline in the classroom is an effective strategy to maintain orderliness in the class. However, based on the finding of the study, it can be concluded that teacher establishment of clear expectation influences students' academic performance.

Conclusion

This paper has investigated teacher classroom control as a correlate of students' academic performance in entrepreneurial subjects in secondary schools in Owerri Education Zone II. It therefore concludes that: teacher subject mastery exhibition classroom control is one of the variables that influence the students' academic performance. Teacher establishment of clear expectations classroom control is equally, a variable that influences the academic performance of the students.

Recommendations

Based on the findings of this study, the researcher recommends as follows:

1. Teachers should endeavour to develop good mastery of their subjects in order to effectively influence students' academic performance in entrepreneurial subjects.
2. Teachers should establish clear expectations of behaviours and discipline before the commencement of classroom teachings.

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