



TEACHERS' CLASSROOM MANAGEMENT STRATEGIES AS PREDICTOR OF STUDENTS' ACADEMIC ENGAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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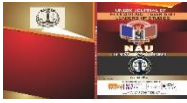
ABSTRACT

The study examined teachers' classroom management strategies as predictor of students' academic engagement in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 5,149 teachers in public secondary schools in the six Education Zones of Anambra State. The sample was 551 teachers drawn from the population of the study. Proportionate stratified and simple random sampling techniques were used for the study. The instruments for data collection were researchers'-structured questionnaire titled: Teachers' Classroom Management Strategy Questionnaire (TCMSQ), and Students' Academic Engagement Questionnaire (SAEQ). The instruments were validated by three experts in the Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient for TCMSQ is 0.83, and 0.93 for SAEQ. Simple linear regression and multiple linear regression analysis were used for data analysis. The study revealed that teachers' communication management strategy ($r = 0.484$; $p < 0.000$), and teachers' time management strategy ($r = 0.752$; $p < 0.000$) have positive and significant predictive value on students' academic engagement in public secondary schools in Anambra State. The study concluded that teachers' classroom management strategies had positive variation towards students' academic engagement in public secondary schools in Anambra State. The study recommended among others that should be trained on adequate adherence to time, as time determines the imperativeness in accomplishing organizational objectives and goals.

Keyword: Classroom Management, Management Strategies, Academic Engagement, Time Management, Communication Management

Introduction

Every nation of the world desires to improve the lives of her citizens. This can only be achieved through the development of skills and potentials of the citizens to equip them for productivity and social adjustment. It is through education that this development can be achieved. Education is a positive instrument for the overall improvement of one's knowledge, ideologies and skills to achieve self-reliance, sustainability and enlightenment. The importance of education cannot be overemphasized given that it plays a very vital role in the provision of resources through



manpower which is needed for all round national development (Ugochukwu et al., 2021; Agogbua, 2024). However, for quality educational output, school management alone cannot work in isolation; they need the assistance of teachers as no educational level in Nigeria can rise above the quality of its teachers.

Teachers are professionals who impart knowledge and skills to learners. They have the responsibility to impart knowledge, skills, character, and behaviour to students. Osakwe (2014) explained that teachers are the people who coordinate all the factors in the teaching and learning process to promote the attainment of educational objectives. Supporting this view, Ohamobi (2019) noted that teachers are those who make strident efforts to improve human capital in the school. This means that teachers help in the academic, social, and emotional development of students as well as promoting learning and professional growth of learners. However, students must play their part as their level of academic engagement influences their learning outcomes and overall educational experience.

Students' academic engagement has to do with students' active participation and commitment to learning within an educational environment. It involves various aspects such as attentiveness in class, involvement in discussions, completion of assignments, and motivation to succeed academically. Ohamobi and Ezeaku (2016) noted that engaged students are not only present physically but also mentally and emotionally immersed in the learning process, demonstrating curiosity, persistence, and a desire for mastery. In the view of Igboeli et al. (2020), academic engagement goes beyond surface learning like content memorization and fulfilling requirements to achieve a passing grade for a course. It happens when students dive deep into learning activities, when they are mentally and emotionally absorbed by the study materials, and often when interacting with peers. Academically engaged students are often curious, ask questions, and take initiative in their learning. They connect what they are learning to the real world and see the value in education.

Student academic engagement involves three main factors: behavioral, emotional, and cognitive factors (Li & Xue, 2023). The behavioral factors include effort, persistence, concentration, asking questions, and class communication. The emotional factors involve students' affective communication and practices on campus. The cognitive factors focused on psychological involvement through learning, understanding, and mastering the knowledge and skills taught in schools. Kahu and Nelson (2018) noted that a supportive and stimulating environment, characterized by positive relationships between students and teachers, clear expectations, and opportunities for meaningful learning experiences, fosters higher levels of engagement among students. On the other hand, students' level of engagement in their academics is dependent on teachers' adoption of good classroom management strategies, as their classroom management strategies influence the learning environment and student participation (Onyali, 2014).

Classroom management strategies are set of techniques and approaches teachers adopt to create a conducive learning environment, maintain order, and facilitate effective instruction. Unachukwu and Osunka (2017) defined classroom management as involving all actions and

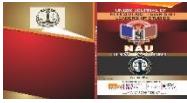


strategies adopted and applied by teachers to keep the students on-task in the class. These strategies involve establishing clear expectations and rules, maintaining consistency in enforcing these rules, and implementing proactive measures to prevent disruptions. Classroom management can be viewed as the judicious utilization of human and material resources, adequate leadership techniques, use of processes, organized lesson plan, principles and good methods of teaching to successfully achieve classroom set goals (Abdullahi, 2018; Onyali et al, 2014). Teachers may make use of various strategies such as implementing routines, using positive reinforcement, and addressing behavioural issues promptly and constructively. These strategies include communication management, involve students in creating classroom guidelines, classroom arrangement, time management, reinforcement management, and clear expectations. Therefore, within the context of this study, the researcher focused on these aspects of teachers' classroom management strategies: communication management strategy, and time management strategy.

Communication is a management strategy used by teachers to establish clear expectations, convey information effectively, foster positive relationships, and facilitate meaningful interactions with students in the school (Adeyemi, 2018). This strategy involves clear and concise verbal communication to explain concepts, provide instructions, and facilitate discussions in order to ensure that students understand learning materials and tasks at hand. Okorji et al. (2016) maintained that teachers' communication strategy is essential for establishing effective classroom management, fostering positive relationships, and facilitating meaningful learning experiences for students. Effective communication extends beyond the classroom to interactions with parents and colleagues, involving transparency, collaboration, and open dialogue to promote a collaborative approach to education and student success (Jana & Robert, 2015). Teachers use communication to facilitate classroom arrangement and management, ensuring that the physical space is organized in a way that supports teaching and learning.

Time management strategy is one of the most crucial resources to be considered in the performance of any activity in the classroom. It is an essential resource that every teacher needs in order to achieve the goals and objectives of the school organization. Adejo (2015) averred that teachers' time management strategy involves carefully planning and allocating instructional time to ensure that all learning objectives are met within the constraints of the school schedule. This strategy includes creating detailed lesson plans that outline the sequence of activities, pacing of instruction, and allocation of time for each component. Shazia and Muhammad (2015) explained that teachers prioritize tasks based on importance and urgency, allowing for flexibility to address unexpected disruptions or student needs while staying on track with planned activities. Effective time management strategies involve balancing instructional delivery with opportunities for student engagement, feedback, and reflection to create a dynamic and productive learning experience for students.

Effective classroom management strategies are essential for maintaining order and promoting a conducive learning environment in schools. When teachers implement positive classroom management strategies, it not only improves students' academic engagement but also contributes to a positive learning environment. Conversely, an unfavorable environment can lead



to students' disengagement and teacher apathy. These issues contribute to high illiteracy rates, increased dropout rates, and decreased teacher engagement, drawing attention from stakeholders like the Ministry of Education and the public. Anambra State faces numerous challenges, including declining youth education, which hampers societal development. While the influence of teachers' classroom management strategies was in doubt as to how they affect students' academic engagement, the study sought to examine teachers' classroom management strategies as predictor of students' academic engagement in public secondary schools in Anambra State.

Statement of the Problem

Teachers are important machineries in the educational sector as they implement all educational policies at the classroom level. The quality of teachers serves as a great source of input in the educational system because without it teaching and learning will be ineffective. The success of students academically is enhanced by teachers who execute the contents of their curricular and as well engage in mentoring and monitoring required to keeping students on track of what they are taught in the classroom. Unfortunately, some teachers in public secondary schools in Anambra State seem to have lost track of what their primary assignments are following students' inability to perform better academically. Students' inability to engage successfully in their academic work, resulting in poor performance in schools has become a source of worry to stakeholders in education.

The researcher observed a persistent drop in some students' academic engagement had continued to raise concern among stakeholders in education. This is noticeable from factors which include students' poor performance in external examinations, repetition of classes, loss of interest in academic work and inability to perform better in intra school debates. In an interview with some students' public secondary schools in Anambra State, many now prefer to abandon school to join quick money-making ventures such as internet fraud otherwise called yahoo business. The researcher wonders if students' lack of interest in their academics could be as a result of teachers' classroom management strategies. It seems that techniques many teachers adopt in the classroom are not favourable to their students. Perhaps, the general school climate could be posing a challenge and may not be conducive to promote effective teaching and learning. To find answers and possibly proffer solutions to these observations, the study examined teachers' classroom management strategies as predictor of students' academic engagement in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of teachers' communication management strategy on students' academic engagement in public secondary schools in Anambra State?
2. What is the predictive value of teachers' time management strategy on students' academic engagement in public secondary schools in Anambra State?



Hypotheses

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

1. Teachers' communication management strategy does not significantly predict students' academic engagement in public secondary schools in Anambra State.
2. Teachers' time management strategy does not significantly predict students' academic engagement in public secondary schools in Anambra State.

Methods

The study was a correlational research design. The study was carried out in Anambra State. The population of the study comprised 5133 teachers in 263 public secondary schools in six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, 2022). The sample size of the study comprised 566 respondents representing 11% of both male and female teachers. The instruments for data collection were three sets of structured questionnaires tagged: Teachers' Classroom Management Strategy Questionnaire (TCMSQ), and Students' Academic Engagement Questionnaire (SAEQ). The instruments were on four-point rating scale of Very High Extent (VHE) (5 points), High Extent (HE) (4 points), Medium Extent (ME) (3 points), Low Extent (LE) (2 points), and Very Low Extent (VLE) (1 point). The face and construct validity of the instrument was established by three experts; one from Measurement and Evaluation and two in Education Management. All the experts are all from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. The questionnaire reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha method which yielded 0.76 for Teachers' Communication Management Strategy and 0.85 for Teachers' Time Management Strategy. Out of 566 copies of the questionnaire administered to the respondents, 551 (97%) were recovered while 15 (3%) were lost on transit or not properly filled. Data collected were analyzed using simple linear regression and multiple linear regression analysis.

Results Research 1: What is the predictive value of teachers' communication management strategy on students' academic engagement in public secondary schools in Anambra State?

Table 1: Summary of Simple Regression Analysis of the Predictive Value of Teachers' Communication Management Strategy on Students' Academic Engagement in Public Secondary Schools in Anambra State.

| Mode | R | R square | Adjusted R square | Std Error of the estimate | R square charge | Charge F charge | Statistics df ₁ | Df ₂ | Sig F charge |
|------|------|----------|-------------------|---------------------------|-----------------|-----------------|----------------------------|-----------------|--------------|
| 1 | .484 | .234 | .232 | 3.54408 | .230 | 3.856 | 1 | 549 | .001 |

a. Predictor (constant): Teachers' Communication Management Strategy

Result in Table 1 showed the regression analysis for the amount of variation in students' academic engagement that could be attributed to teachers' communication management strategy. The result indicated that when the responses of respondents on teachers' communication management strategy were correlated with students' academic engagement, a correlation



coefficient (R) of 0.484 with associated coefficient of determination (R^2) of 0.234 were obtained. This coefficient of determination (R^2) of 0.234 denoted that 23.4% variation in students' academic engagement could be attributed to teachers' communication management strategy.

Research Question 2: What is the predictive value of teachers' time management strategy on students' academic engagement in public secondary schools in Anambra State?

Table 2: Summary of Simple Regression Analysis of the Predictive Value of Teachers' Time Management Strategy on Students' Academic Engagement in Public Secondary Schools in Anambra State.

| Model | R | R square | Adjusted R square | Std Error of the estimate | R charge | R^2 Charge | F charge | Statistics df ₁ | Df ₂ | Sig | F charge |
|-------|------|----------|-------------------|---------------------------|----------|--------------|----------|----------------------------|-----------------|-----|----------|
| 1 | .752 | .566 | .559 | 3.55509 | .566 | .439 | 1 | 549 | .008 | | |

1. a. Predictor (constant): Teachers' Time Management Strategy

The result in Table 2 denoted the regression analysis for the amount of variation in students' academic engagement that could be attributed to teachers' time management strategy. The result denoted that when the responses of the respondents on teachers' time management strategy were correlated with the students' academic engagement, a correlation coefficient (R) of 0.752 with associated coefficient of determination (R^2) of 0.566 were obtained. This coefficient of determination (R of 0.566 denoted that 56.6% variation in students' academic engagement could be attributed to teachers' time management strategy.

Hypothesis 1: Teachers' communication management strategy does not significantly predict students' academic engagement in public secondary schools in Anambra State.

Table 3: Test of Significance of Regression ANOVA on the Predictive Value of Teachers' Communication Management Strategy on Students' Academic Engagement in Public Secondary Schools in Anambra State.

| Model | | Sum of squares | Df | Mean square | F | Sig | Decision |
|-------|------------|----------------|-----|-------------|--------|------|-------------|
| 1 | Regression | 529.045 | 1 | 529.045 | 17.749 | .001 | Significant |
| | Residual | 16363.715 | 549 | 29.806 | | | |
| | Total | 16892.760 | 550 | | | | |

Note: df = degree of freedom, F = ANOVA statistic, S = Significant ($\alpha < 0.05$)

Result in Table 3 revealed that the variation in students' academic engagement that could be attributed to teachers' communication management strategy was statistically significant ($F(1,549) = 17.749$, $P = .001$). This is because the associated probability value of .001 when compared with 0.05 level of significance at which the hypothesis was tested and was found to be significant because .000 was less than 0.05. Thus, the null hypothesis one was rejected and inference drawn was that there is a significant variation in students' academic engagement that could be attributed to teachers' communication management strategy. This implied that teachers'



communication management strategy strongly predicted students' academic engagement in Public Secondary Schools in Anambra State.

Hypothesis 2: There is no significant variation in students' academic engagement that could be attributed to teachers' time management strategy in public secondary schools in Anambra State.

Table 4: Test of Significance of Regression ANOVA on the Predictive Value of Teachers' Time Management Strategy on Students' Academic Engagement in Public Secondary Schools in Anambra State.

| Model | | Sum of squares | Df | Mean square | F | Sig | Decision |
|-------|------------|----------------|-----|-------------|------|------|-------------|
| 1 | Regression | 5.544 | 1 | 5.544 | .439 | .008 | Significant |
| | Residual | 6938.615 | 549 | 12.639 | | | |
| | Total | 6944.160 | 550 | | | | |

Note: df = degree of freedom, F = ANOVA statistic, S = Significant ($\alpha < 0.05$)

Table 4 revealed that the variation in students' academic engagement that could be attributed to teachers' time management strategy was significant ($F(1,549) = .439, P = .008$). This is due to the fact that the associated probability value of .008 when compared with 0.05 level of significance at which the hypothesis was tested was found to be significant because .008 was less than 0.05. Consequently, the null hypothesis was rejected, and inference drawn was that there is a significant variation in students' academic engagement that could be attributed to teachers' time management strategy. That is to say, that teachers' time management strategy accounts for a considerable variation in students' academic engagement in Public Secondary Schools in Anambra State.

Discussion of Findings

The findings on the predictive value of teachers' communication management strategy on students' academic engagement in public secondary schools in Anambra State revealed that exist a significant predictive value of teachers' communication management strategy on students' academic engagement in public secondary schools in Anambra State. This finding was as a result of teachers' and students' agreeing that communication during the teaching and learning situation influences how the learners performed in their academic pursuits, teachers' achieved much when they implement the following strategies; encourage communication process with the students, create a meaningful bond with the students' based on genuine school interactions, create opportunities for socialization as part of instructional activities, design learning experiences that promote socialization and discussion, hold and communicate high behavioural expectations, systematically teach classroom routines, give students' the opportunity to express their opinion and contribute ideas, involve students' in creating rules, consequences and routines. This showed that communication abilities of the teachers are indispensable in the management of classroom. These findings are in disagreement with the study of Nwankwo et al., (2019) who investigated the communication strategies adopted by principals for teachers' effectiveness in public secondary schools in Anambra State, Nigeria. The findings showed that there was no significant difference



in the mean ratings of principals and teachers on the communication strategies adopted by Principals for teacher effectiveness.

Findings on the predictive value of teachers' time management strategy on students' academic engagement in public secondary schools in Anambra State revealed that there is a significant predictive value of teachers' time management strategy on students' academic engagement in public secondary schools in Anambra State. This result was attributed to the findings that teachers' and students' agreed to the fact that time is one of the most crucial resources to be considered in the performance of any activity in the classroom, time determines the imperativeness of any other resources in accomplishing organizational set out objectives and goals, better time management could be achieved if goals have been set, all future work are been prioritized based on how it moved the individual or organization towards meeting the goals. Time management helps in identifying needs and wants in terms of their importance, matches them with time and other resources, without time management, the efficient and effective use of all the resources would be impossible. This finding is in agreement with Kayode and Ayodele (2015) that examined the impact of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. The findings indicated that there was a significant relationship between teachers' time management and students' academic performance in secondary schools. The findings of this study are in consonance with Oladipo and Oladejo (2018) that conducted a study on the extent of relationship between time management behaviour and teachers' job performance in Lagos State public secondary schools. The study showed that there is a significant relationship between all the indices of time management behaviour and job performance of teachers.

Conclusion

This study findings showed that teachers' classroom management strategies determined the level of students' academic engagement. Therefore, classroom management strategies are absolutely necessary in any academic settings for adequate students' academic engagement. Classroom management strategies and students' academic engagement in public secondary schools particularly in the areas of communication, and time management are optimally important to teachers for students' academic engagement in public secondary schools in Anambra State. Thus, the study concluded that teachers' classroom management strategies positively and significantly predict students' academic engagement in public secondary schools in Anambra State.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Government should provide adequate instructional materials, since adequate instructional materials, help students' to be fully engaged in their academics.
2. Teachers should be trained on adequate adherence to time, as time determines the imperativeness in accomplishing organizational objectives and goals.



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