



TEACHERS' CLASSROOM BEHAVIOURS AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Adinna, P. I., & Okpala, P. E.

Department of Arts and Social Science Education
Chukwuemeka Odumegwu Ojukwu University Igbariam Campus,
Anambra State, Nigeria

ABSTRACT

The study examined teachers' classroom behaviours as correlates of students' academic performance in English Language 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 was a correlational research design. The population of the study consisted of 24,933 SS2 students comprising 11,359 males and 13,574 females in 267 public secondary schools in the six education zones in Anambra State. The sample of 1,247 SS2 students was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques were used for the study. The instrument 'Teachers' Classroom Behaviour Questionnaire (TCBQ)' was used for data collection while Students' Academic Performance Scores (SAPS) in English language was used to measure students' academic performance in English language. The instrument was subjected to face and construct validation. Face validation was done by three experts. The reliability of the instrument was done using Cronbach Alpha method and the average coefficient value was established at 0.80 for TCBQ. Pearson Product Moment Correlation statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings revealed that teachers' class mentoring has a moderate positive and significant relationship with students' academic performance in English Language while teachers' instructional delivery has a high positive and significant relationship with students' academic performance in English Language in public secondary schools in Anambra State. The study concluded that teachers' classroom behaviours have positive and significant relationship with students' academic performance in English Language in public secondary schools in Anambra State. Based on the findings, the study recommended that public secondary school teachers should focus on developing good instructional delivery for active students' classroom engagement through the use of differentiated strategies tailored to individual students' needs for improving students' academic performance in English Language in public secondary schools in Anambra State.

Keywords: Teachers' classroom behaviours, students' academic performance, English Language

Introduction

Improving students' academic performance has continued to receive a lot of attention from educational stakeholders because fluctuating academic performance of students in various subjects is a great concern particularly at the secondary school level. Mmonwuba and Adinna (2025) noted that better academic performance improvement can be achieved through active students' classroom engagement by their teachers. By implication, the level of academic engagement by



teachers promotes the level of academic performance among students. Academic performance is the performance of a student in his studies in a given term or semester. Onumonu and Ifediorah Okeke (2025) defined academic performance as the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. It determines the level of students' intelligence and helps in placing a child or student where he or she belongs academically. Onumonu and Ifediorah Okeke further stated that higher performance in various subjects demands higher engagement by students in their academic activities and requires being focused, eager to learn and devotion of quality time and extra effort in academic activities to achieve learning outcomes. In view of this, Ikwelle and Adinna (2022) noted that highly engaged students have a better performance in school and on standardized tests, and persist more than low engaged students thereby having improved academic performance.

Academic performance is a broad concept that refers to the level of achievement attained by students in their educational pursuits. Ohamobi et al. (2022) acknowledged that academic performance is an important aspect of education, as it serves as an indicator of the quality of education that students receive and their potential for success in their future careers. Adinna and Anene (2024) asserted that academic performance of students always remains a matter of great concern for the school and family. It is students' ability in computation and problem solving, which can normally be measured by a written test. Nnorom et al. (2024) credited students' academic performance as the sum of the scores obtained by students in a given test or examination. It is the knowledge attained and skills developed by students as a result of learning experience in a subject. Okaforcha and Nwafor (2024) noted that academic performance which is measured by the examination results is one of the major goals of a school. Adinna et al. (2025) credited that a high academic performance for any class of students is an indication of teaching and learning effectiveness while poor academic performance, on the other hand, is an indication that the teaching and learning process is everything but ineffective.

Students' academic performance has been an important issue for schools and the role of the English language for enhancing educational achievement through improved communication cannot be over emphasized. If the learner is handicapped in the language of education, classroom interaction will be difficult and learning may not take place (Okeke & Adinna, 2025). Students who have difficulties with English language may not function effectively, not only in English as a subject but in all their academic endeavours leading to poor academic performance among students. Academic performance of students is a product of both the efforts of the teachers and the students. Teachers put in efforts by exposing students to appropriate pedagogical experiences to ensure that they are motivated to obtain good grades (Okaforcha & Ifediorah Okeke, 2025). Students should, therefore, be actively involved to compliment the efforts of teachers to perform maximally and achieve good grades. The researchers defined academic performance as a measure of the extent of knowledge acquired by students. It reflects students' academic standing and their level of achievement in school.

The way teachers conduct the classroom matters and it has a deep influence upon their own teaching, and learning by the students because classroom is a place where the closest interaction between the students and the teachers takes place. Ekwelundu et al. (2023) asserted that poorly managed classrooms are usually characterized by disruptive behaviours such as sleeping, late



coming, noise making, miscopying of notes, eating, calling of nicknames and verbal or physical threat to fellow students or the teacher. These disruptive behaviours disorganize learning processes and hamper academic performance of students. In the words of Ekwelunde et al. (2023), teachers' classroom behaviours sub-variables include communication skills, class arrangement, teacher-student interaction, reinforcement, collaboration and class monitoring. Emenike (2025) suggested that teachers can deal with these disruptive behaviours in the classroom and reduce them to the minimum through effective classroom management so that effective learning can take place. Adinna (2025a) asserted that, once teachers are able to effectively reduce or eliminate disruptive behaviours in the classroom, there would be increased academic attentiveness and engagement which would pave way for better academic performance by students.

Teachers' classroom behaviour is all the actions taken by classroom teachers to create an environment that supports and facilitates students' academic, social and emotional learning in the school. Teachers' classroom behaviour can interchangeably be used as teachers' classroom management. In this regard, Onyejekwe et al. (2025) referred to classroom management as the actions taken to create and maintain a learning environment conducive to successful instruction through arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities. The purpose of classroom management is to encourage students towards learning and to promote their positive behaviours. Onyekwelu (2025) considered classroom management not only related to management of students' behaviour but also to lesson planning of teacher, organizing of the materials, controlling of behaviours, goal based learning process, supportive atmosphere and maintaining a highly effective teaching and learning experiences within classrooms. Ohamobi et al. (2025) stated that teachers' classroom management is the judicious harnessing of human and material resources as well as the curriculum within the classroom setting for the successful accomplishment of school objectives. Indeed, the most crucial objectives of a teacher are to organize the classroom well with good practices of pedagogical competency in the classroom.

Contextually, teachers' classroom behaviour refers to the instructional actions and interactions exhibited by teachers in the classroom, which are studied to understand their impact on students' learning outcomes. Managing classrooms means more than avoiding chaos in the classroom but establishing a routine that enables learning activity to proceed smoothly. Good classroom behaviour by teachers help to prevent unnecessary disciplinary problems by students in the classroom and promotes good behaviour and better academic results. In this study, teachers' classroom behaviour was delimited to teachers' class mentoring and instructional delivery.

Teachers' class mentoring is another practice of effective classroom management strategies adopted by teachers in the classroom. Mbonu et al. (2023) affirmed that class monitoring involves moving around the classroom to observe students closely, engaging students in academic activities, asking questions and practicing both verbal and non-verbal teaching methods to ensure that students are paying undivided attention and taking more from the lesson than simple facts. Chidimma (2025) point out that instructional class mentoring is the act of observing the activities of students in the classroom. It provides opportunity for teachers to ascertain the challenges students encountered during instructional delivery. Emenike (2025) stated that teachers' class mentoring involves experienced teachers, known as mentors, guiding and supporting new or less



experienced teachers, also known as mentees, in their teaching practice. Mentors help mentees develop their skills, build confidence, and refine their teaching strategies, ultimately aiming to improve student learning and overall classroom effectiveness.

Teachers' instructional delivery is the process showing every activity the teacher and the learner does in a classroom setting. Chukwudolue et al. (2024) noted that instructional delivery is the models, methods, strategies, approaches or even techniques that a teacher employs to deliver his/her subject matter of a lesson to the learners. It can as well be regarded as a representation of a pattern in which a lesson is to be presented. Obikeze ana Ezeanowai (2025) opined that teachers' instructional delivery is the teaching skills teachers used in teaching students and these skills enable students to learn the knowledge and skills related to different subject areas. The process of instructional delivery must be based on stated objectives of the lesson, it is based on this that when the process of instructional delivery is over, then the opportunity to determine if the aim of the lesson has been achieved or not comes, which is the evaluation act that will tell if the lesson met stated objectives (Abdulrazak et al., 2024). Teachers' instructional delivery competency involves a set of skills, knowledge, attitudes, activities, and experiences that a supervisor employs to improve instructional processes and learning outcomes. Obi et al. (2025) asserted that teachers must possess competencies in demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals, designing coherent instruction, assessing students' learning and exhibiting good classroom management. Thus, the way teachers monitor, control and motivate students in the classroom would determine their level of academic performance.

There has been several complains by parents and students about some of the classroom activities of teachers in public secondary schools in Anambra State. Teachers on the other hand complain of students' inattentiveness, disruptive behaviour and lack of cooperation during classroom lessons on one hand and the challenges they face in managing their demanding classes that are most times over populated and lack sufficient learning and teaching aids which are all obstacles to effective classroom instruction for quality teaching and learning (Adinna, 2025b). The effect of this is that the students are constantly sent out of the classrooms, punished, suspended and sometimes expelled from school. The need for classroom teachers to adopt good behavioural practices in managing instruction and behaviour in the classroom for quality teaching and learning therefore becomes imperative. Hence the need for this study to examine teachers' classroom behaviours as correlates of students' academic performance in English Language in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to examine teachers' classroom behaviours as correlates of students' academic performance in English Language in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the relationship between teachers' class mentoring and students' academic performance in English Language in public secondary schools in Anambra State.
2. find out the relationship between teachers' instructional delivery and students' academic performance in English Language in public secondary schools in Anambra State.



Research Questions

The following research questions guided the study:

1. What is the relationship between teachers' class mentoring and students' academic performance in English Language in public secondary schools in Anambra State?
2. What is the relationship between teachers' instructional delivery and students' academic performance in English Language in public secondary schools in Anambra State?

Hypotheses

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

1. There is no significant relationship between teachers' class mentoring and students' academic performance in English Language in public secondary schools in Anambra State.
2. There is no significant relationship between teachers' instructional delivery and students' academic performance in English Language in public secondary schools in Anambra State.

Research Methods

The study was carried out 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 was a correlational research design. The population of the study consisted of 24,933 SS2 students comprising 11,359 males and 13,574 females in 267 public secondary schools in the six education zones in Anambra State. The sample of 1,247 SS2 students was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques were used for the study. The instrument 'Teachers' Classroom Behaviour Questionnaire (TCBQ)' was used for data collection while Students' Academic Performance Scores (SAPS) in English language was used to measure students' academic performance in English language. The instrument was subjected to face and construct validation. Face validation was done by three experts, two experts in Arts and Social Sciences and one expert in Measurement and Evaluation, all in the Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, while construct validation was carried out with Principal Component Analysis approach using SSPS vol.26 and the results showed that the construct validity was met. The reliability of the instrument was done using Cronbach Alpha method and the average coefficient value of 0.80 for TCBQ was obtained and considered highly reliable and suitable for the study. Out of 1,247 copies of the instrument administered, 1,098 copies representing 88% of the instrument were correctly completed and returned. Pearson Product Moment Correlation statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.



Results

Research Question One: What is the relationship between teachers’ class mentoring and students’ academic performance in English Language in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Relationship between Teachers’ Class Mentoring Reinforcement and Students’ Academic Performance in English Language in Public Secondary Schools in Anambra State

Variables	N	r	r ²	Remark
teachers’ class mentoring	1098	0.682	0.554	moderately positive
students’ academic performance	1098			

**Significant at p < 0.05

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 showed that teachers’ class mentoring has a positive relationship with students’ academic performance in English Language in public secondary schools in Anambra State as shown by the coefficient value of r = 0.682. This revealed a positive correlation coefficient valued at 0.682 which indicated that practical rise in teachers’ class mentoring led to 0.682(68%) rises in students’ academic performance in English Language in public secondary schools in Anambra State. The coefficient of determination (r²) value of 0.554 showed that the explanatory power of the variable was moderate. This implies that 0.554(55%) of the variations in students’ academic performance in English Language in public secondary schools in Anambra State were moderately accounted for by the variations in teachers’ class mentoring. This means that students’ academic performance in English Language moderately depends on teachers’ class mentoring. Hence, the teachers’ class mentoring accounted for 55% of the variance in students’ academic performance in English Language in public secondary schools in Anambra State.

Research Question Two: What is the relationship between teachers’ instructional delivery and students’ academic performance in English Language in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the Relationship between Teachers’ Instructional Delivery and Students’ Academic Performance in English Language in Public Secondary Schools in Anambra State

Variables	N	r	r ²	Remark
teachers’ instructional delivery	1098	0.753	0.701	highly positive
students’ academic performance	1098			

**Significant at p < 0.05

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed that teachers’ instructional delivery has a positive relationship with students’ academic performance in English Language in public secondary schools in Anambra State as shown by the coefficient value of r = 0.753. This revealed a positive correlation coefficient valued at 0.753 which indicated that practical improvement in teachers’ instructional delivery led to 0.753(75%)



improvements in students’ academic performance in English Language in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.701 showed that the explanatory power of the variable was high. This implies that 0.701(70%) of the variations in students’ academic performance in English Language in public secondary schools in Anambra State were highly accounted for by the variations in teachers’ instructional delivery. This means that students’ academic performance in English Language highly depends on teachers’ instructional delivery. Hence, the teachers’ instructional delivery accounted for 70% of the variance in students’ academic performance in English Language in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H₀₁: There is no significant relationship between teachers’ class mentoring and students’ academic performance in English Language in public secondary schools in Anambra State.

Table 3: Summary of Pearson Product Moment Correlation on the Significant Relationship between Teachers’ Class Mentoring and Students’ Academic Performance in English Language in Public Secondary Schools in Anambra State

Variables	N	r	r ²	p-value	Remark
teachers’ class mentoring	1098	0.682	0.554	0.000	Significant
students’ academic performance	1098				

***Significant at $p < 0.05$*

The summary result of Pearson Product Moment Correlation Coefficient on Table 3 showed the significant relationship between teachers’ class mentoring and students’ academic performance in English Language in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between teachers’ class mentoring and students’ academic performance in English Language in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between teachers’ class mentoring and students’ academic performance in English Language in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: There is no significant relationship between teachers’ instructional delivery and students’ academic performance in English Language in public secondary schools in Anambra State.

Table 4: Summary of Pearson Product Moment Correlation on the Significant Relationship between Teachers’ Instructional Delivery and Students’ Academic Performance in English Language in Public Secondary Schools in Anambra State

Variables	N	r	r ²	p-value	Remark
teachers’ instructional delivery	1098	0.753	0.701	0.000	Significant
students’ academic performance	1098				

***Significant at $p < 0.05$*



The summary result of Pearson Product Moment Correlation Coefficient on Table 4 showed the significant relationship between teachers' instructional delivery and students' academic performance in English Language in public secondary schools in Anambra State with p -value = 0.000. Since p -value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between teachers' instructional delivery and students' academic performance in English Language in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between teachers' instructional delivery and students' academic performance in English Language in public secondary schools in Anambra State.

Discussion of Findings

Findings on the relationship between teachers' class mentoring and students' academic performance in English Language in public secondary schools in Anambra State indicated that teachers' class mentoring has a moderate positive relationship valued at 0.682 with students' academic performance in English Language in public secondary schools in Anambra State. This means that a unit improvement in teachers' class mentoring will bring about 68% improvements in students' academic performance in English Language in public secondary schools in Anambra State. The study also indicated that teachers' class mentoring has a significant relationship with students' academic performance in English Language in public secondary schools in Anambra State. The positive and significant findings are as a result of the fact that teachers' class mentoring is crucial for accelerating professional growth, improving teaching quality, and significantly impacting students' outcomes. The findings of the study is in agreement with the findings of Emesi and Anyanwu (2024) that mentors, who are often subject experts, guide teachers in implementing evidence-based instructional strategies and help them with core skills like lesson planning, content delivery, and classroom management. Through observation, modeling, and targeted feedback, teachers can refine their techniques and adopt new, more effective habits in a low-stakes environment. Okaforcha and Nwafor (2024) affirmed that mentoring programs foster a culture of collaboration and shared problem-solving among staff, breaking down isolation and improving professional relationships across the school. The findings of the study is in line with the findings of Ohamobi et al. (2025) that mentoring provides emotional and psychological support, helping new or struggling teachers manage workload, reduce isolation, and build self-confidence and resilience. This supportive relationship is vital for improving students' academic achievement. Obiekwe et al. (2025) established that mentoring encourages teachers to reflect meaningfully on their experiences and practice, identify areas for improvement, and set clear, actionable goals. Ughamadu et al. (2025) findings revealed that, when teachers are well-supported and effective in their roles, it directly benefits students. Improved instruction, better classroom management, and more engaging learning environments lead to enhanced student engagement, motivation, and academic achievement. The positive impact on teachers trickles down to the students they teach. The similarities found in these studies are as a result of the fact that instructional class mentoring is a high-impact, individualized approach that empowers teachers to become more effective, confident and reflective practitioners, ultimately leading to a stronger, more stable school environment and better educational experiences for all students.



Findings on the relationship between teachers' instructional delivery and students' academic performance in English Language in public secondary schools in Anambra State indicated that teachers' instructional delivery has a high positive relationship valued at 0.753 with students' academic performance in English Language in public secondary schools in Anambra State. This implies that practical improvement in teachers' instructional delivery will bring about 75% improvements in students' academic performance in English Language in public secondary schools in Anambra State. The study also indicated that teachers' instructional delivery has a significant relationship with students' academic performance in English Language in public secondary schools in Anambra State. The finding is in consonance with the findings of Nwankwoala (2022) that teachers' application of instructional delivery in the classroom by making use of discussion and demonstration methods in delivering lessons enable students understand each lesson and invariably, improves their academic performance. Similarly, Ekwelunde et al. (2023) findings indicated that teachers' use of instructional methods help to positively shape the academic performance of students in secondary schools. Akuezuiilo and Egenti (2024) in their findings added that instructional methods by teachers encourage collaborative learning in the classroom learning which has significant impact on academic performance of students in secondary schools. Nwikpo et al. (2024) findings revealed that teachers' use of teaching aid in delivering lessons enable students have practical knowledge of the lesson. Nwikpo et al. further unveiled that teachers making use of questioning during teaching and learning help to check students' understanding of lessons being taught. Teaching methods help students: master the content of the course, learn how to apply the content in particular contexts. Oguejiofor and Obigwe (2025) also corroborated that students' academic performance is affected by study methods and the relationships established with teachers, for this reason, relationship management is becoming increasingly important in schools as it help students to learn from others and make them to actively participate more in classroom activities for improved academic performance. In the findings of Adinna (2025b), students are frequently engaged through active participation methods such as questioning, problem-solving, and collaboration, rather than being passive recipients of information. Similarly, Ifediorah Okeke and Odikanwa (2025) findings revealed that a positive and inclusive classroom atmosphere encourages risk-taking and resilience, making students feel safe to make mistakes and ask questions. The similarities found among the studies could be attributed to the fact that effective instructional delivery among teachers are crucial for students' learning as they enhance their engagement, foster critical thinking and promote active participation, ultimately leading to deeper understanding, knowledge and improvement in academic performance of students in English Language in public secondary schools in Anambra State.

Conclusion

From the results of this study, teachers' classroom behaviours are driving forces that determine the academic performance of students in English Language. Hence, the study concluded that teachers' classroom behaviours have positive and significant relationship with students' academic performance in English Language in public secondary schools in Anambra State.

Recommendations

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



1. Teachers should continually utilize relevant instructional class mentoring practices in order to make learning more meaningful and enjoyable to students. This will help to promote quality teaching and learning in the classroom leading to students' academic performance in English Language in public secondary schools in Anambra State.
2. Public secondary school teachers should focus on developing good instructional delivery for active students' classroom engagement through the use of differentiated strategies tailored to individual students' needs for improving students' academic performance in English Language in public secondary schools in Anambra State.

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