IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS ACADEMIC PERFORMANCE IN GOVERNMENT SECONDARY SCHOOL AGYARAGU CENTRAL, NASARAWA STATE

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ABSTRACT

This study examined the impact of classroom management on students' academic performance in government secondary school Agyaragu Central *in Nasarawa State. Two (2) research questions and two (2) hypotheses were formulated and tested for the study. Expo-facto design was used for the study. The Population of the study are teachers and students drawn from the school under study. A total of 270 respondents comprising of 250 students and 20 teachers was used for the study. Questionnaire developed by the researcher was used to collect data for the study. The questionnaire was structured into Likert format of Strongly Agreed (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Mean and standard deviations were used to answer the two research questions, while chi-square (X^2) test of goodness of fit was used to test the two hypotheses at 0.05 level of significance. The findings of the study revealed that teacher classroom management has impact on students' academic performance in government secondary school Agyaragu Central and classroom management have positive influence on students' academic performance in government secondary school Agyaragu Central. Based on the findings of the study, it was recommended that teachers should be properly train in classroom management for the attainment of goals. Also school*

administrators should educate students on the relevance of classroom management for high academic excellent.

INTRODUCTION

Education is an instrument for effective national development. Because it provides an opportunity for bringing about the transmission of social, cultural ideas of the society from one generation to another for classroom to meet the needs of the society and the purpose for which it is built, it must be effectively managed by qualified teachers. School administrators, experts and guidance are expected to bring improvement in students' academic performance through proper classroom management to do this of the principle of classroom. So there must be planned manageable and application classroom management through classroom activities. Classroom management consists of the teacher having witness which included effective transitioning and challenging lesson. Usman (2014) opined that classroom requires well disciplined teachers professional ethics for proper administration. Classroom need to be set and should include input. Teachers need to have pedagogical knowledge for the improvement of students' performance. There is need for positive teacher-students relationship (Marzano, etal, 2003). Classroom management in high schools often lay down behind strategies adopted in the classroom. Classroom management system is built on trust, caring and support by the competent teacher. This shows that since there is no calm classroom management students cannot achieve well academically without well trained and qualified teachers. Akpakwu (2008) also asserted that classroom management is the most neglected area in our secondary schools and the success or failure of any teaching and learning process depends to a large extent on the way classroom are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of sound academic performance of the school.

When educator talks about classroom management one of the first things that come to mind is maintenance of discipline, control, motivational teaching methods, leadership style, use of instructional materials and communication. Classroom management which was culturally responsive and based on developing connectedness and community fostered more classroom participation, self-discipline and higher expectations by both the students and the teachers. Teachers who manage democratic and cooperative classroom enjoy students who were more involved, responsible and academically successful. A democratic social environment in the classroom gave the students the opportunity to pursue academic goals and to create mutually agreed upon standards for academic and behavioral performance (Wentzel, 1998). Therefore evaluating classroom management activities in achieving good academic result and identifying the impact of classroom management on academic performance is an important work. The researcher main concern is that how teaching and learning in the classroom is going on and the performance of students looks like is under question, despite outcries of stakeholders on education for quality education in Nigeria system in supporting input from output, enabling conditions and roles played by stakeholders. But academic performance of students is still low.

Quality education in government secondary school Agyaragu central has never been addressed by any scholar in relation to classroom management and its impact on academic performance, this further underscore the of this study.

Research Question
1. What are the impacts of teacher classroom management?
2. What are the influences of classroom management on students' academic performance?

3. In what ways can students' activities bring proper classroom management?

METHODOLOGY
Population
The population of the study consisted of SSS 3 students and teachers in government senior secondary school Agyaragu.

Sample & Sampling Procedure
A total of 280 respondents comprising 260 students and 20 teachers were sampling using the stratified random sampling methods.

Instrumentation;
The instrument for data collections was structure questionnaire developed by the researchers. This was designed to find out respondents views on classroom management on students' academic performance in government secondary school Agyaragu, Nasarawa State. The questionnaire has on section structured into likert form of Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD) were used to provide responses to the study. Questionnaire items were developed by the researchers based on the research topic impact of classroom. Instruments were one in science education and two in educational foundation of Nasarawa State University, Keffi. These corrections were updated into the work by the researcher.

Administration of Instrument
Copies of the questionnaire were administered to the students and teachers in government secondary school Agyaragu Central, Nasarawa State by the researcher. Enough time was given for administered and Collection of questionnaire. The researchers personally visited all the students and lecturers' and retrieved the questionnaire administered to the respondents.

Procedure for Data Analysis

Data collected for the study were coded and analyzed using statistical package for social science (SPSS). Mean and standard deviation statistics were used for the data analysis. While chi-square (x) goodness of fit was used to test the two hypothesis at 0.05 level of significance

TABLE1. Impact of Teacher Classroom Management in Government Secondary School Agyaragu Nasarawa State.

S/N	Impact of Teacher Classroom Management	X	SD
1	Teacher chalkboard usage and visibility may impact classroom management	3.08	0.90
2	Teachers skills in classroom management has an impact on managing the class properly	3.21	0.97
3	Teachers practicing classroom management in the school very well	3.06	0.80
4	Teachers voice and body language has an impact on classroom management	3.07	0.89
5	Teachers poor classroom management resulted to low scoring	3.41	1.01
6	Teacher role in classroom affects students academic performance	3.26	0.98
7	Rate of academic performance in a well-managed classroom is teacher effort	3.17	0.94
8	Good classroom management increases students academic performance	3.04	0.78

Table 1 shows that the respondents agreed to all the items indicating that impact of teacher classroom management in government secondary school Agyaragu central has a positive impact on students. This includes proper use of chalkboard, teaching skills, classroom control and audibility.

TABLE2. Influence of Classroom Management on Students Academic Performance in Government Secondary School Agyaragu Central Nasarawa State.

S/N	Influence of Classroom Management on Students Academic Performance	X	SD
1	How can classroom management influence students academic performance	3.07	0.89
2	Do you think that classroom environment can influence students academic performance	3.21	0.97
3	Students seating arrangement can influence learning and teaching process	3.06	0.80
4	Size of students in a class influence effective classroom management	3.08	0.90
5	Effect of students attitude toward classroom activities is high	3.41	1.01
6	Students different learning style can affect effective classroom management	3.04	0.78
7	Do students involvement in instructional activities affect classroom management	3.26	0.98
8	Lack of students motivation increases classroom problems	3.17	0.94

Table 2 shows that the respondents agreed that the influence of classroom management on students academic performance in government secondary school Agyaragu central has an influence on students academic performance, this includes students attitude.

Table 3: Chi-square test on impact of Teacher Classroom Management

	Observed Frequency	Expected Frequency	Df	Level of Sign	X^{2-cal}	X^{2-tab}	Decision
Teachers	20 (7.4%)	250(92.6%)	2	0.05	2.10	.18	Ho
Students	250(93%)	20(7.4%)	2				**Rejected Null.**

Table 3 shows descriptive statistics of percentage and inferential statistics of Chi-square test to used the relationship of impact of teacher classroom management. Chi-square calculated value of 2.10 was greater than the chi-square table value of 18 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore rejected. This connotes that there is significant relationship between the teacher classroom management and academic performance on students in government secondary school Agyaragu central Nasarawa State.

Table4. Chi-square test on influence of Classroom Management on Students Academic Performance:

	Observed Frequency	Expected Frequency	Df	Level of Sign	X^{2-cal}	X^{2-tab}	Decision
Teachers	20 (7.4%)	250(92.6%)	2	0.05	2.08	.16	Ho
Students	250(93%)	20(7.4%)	2				**Rejected Null.**

Table 4 shows descriptive statistics of percentages and inferential statistics of Chi-square test used to shows that there is a positive relationship between of influence of classroom management on students' academic performance in government secondary school Agyaragu central.

Chi-square calculated value of 2.08 was greater than the chi-square table value of 16 checked at 0.05 level of significance and

at 1 degree of freedom. The null hypothesis was therefore rejected. This connotes that there is significant relationship between classroom management on students' academic performance in government secondary school Agyaragu central, Nasarawa State.

DISCUSSION

Finding from the study revealed that teacher classroom management has positive impacts on students in government secondary school Agyaragu central. Results obtained showed that the respondents held strong opinion that teacher chalkboard usage and visibility has impact classroom management, teachers skills in classroom management has impact on proper classroom management, teachers voice and body language has an impact on classroom management, teacher poor classroom management resulted to low scoring and teacher role in classroom affects students academic performance. The finding is in agreement with that of Hassan (2015) which states that classroom management create conducive learning atmosphere on students' academic performance in schools.

The findings revealed that classroom management has an influence on students' academic performance in government secondary school Agyaragu central. The result showed also that the respondents is of the view that, how can classroom management influence students academic performance, do you think that classroom environment can influence students academic performance , students seating arrangement can influence learning and teaching process, class size of students can influence effective classroom management, effect of students attitude toward classroom activities is high, students different learning style can affect effective classroom arrangement, do students involvement in instructional activities affect classroom management and lack of students motivation can bring about

management problems. The Finding is in agreement with the work of Usman (2014) which asserted that motivation is a prime mover in teaching and learning.

CONCLUSION

Classroom as a clinic where teaching is diagnosis need a well experienced teacher to academic performance. These objectives cannot be attain without expertise in the field for better students academic performance.

RECOMMENDATIONS

The following recommendation were made based on the findings of the study**.**
1. Teachers should be properly train in classroom management for the attainment of goals. There should be more staff development by the state ministry of education.
2. School administrators should educate students on the relevance of classroom management for high academic excellent.

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