

CLASSROOM MANAGEMENT PRACTICES AND STUDENTS' LEARNING OUTCOMES IN PUBLIC SENIOR SECONDARY SCHOOLS

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Abstract

Effective teaching and learning cannot take place in a poorly managed classroom, and keeping students engaged in their studies is the hallmark of a well managed classroom. This study was undertaken to examine the relationship between classroom management practices and students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State, Nigeria. Four objectives guided the study with four corresponding research questions. The social learning theory was the theoretical foundation that guided the study. Concepts in the major variables of the study were clarified. The study adopted a correlational research design with the population of 1,220 teachers from 24 public senior secondary schools in Obio/Akpor Local Government. Percentage sampling was used to select 854 teachers as the sample of the study. A self structured questionnaire titled "Classroom management practices and students' learning outcomes questionnaire" (CMPSLOQ) was used for data collection. The instrument was validated by experts in the department of educational management and evaluation, and reliability was established using cronbach's alpa coefficients. Data collected was analyzed using descriptive statistics (mean and standard deviation) with the criterion mean of 2.50. The findings revealed a strong relationship between classroom management practices and students' learning outcomes, specifically proper time management, classroom rules, involving students in classroom activities and effective classroom discipline. The study concluded that the effectiveness of classroom management practices plays a crucial role in determining students' learning outcomes and recommended that school administrators should provide regular professional development workshop for teachers on effective classroom management practices, ensure adequate teaching resources are available and monitor teacher's classroom management practices through regular observation.

Keywords: Classroom management practices, Students' learning outcomes, Public senior secondary schools

Introduction

The place of a well-managed classroom in the instructional process of school administration cannot be over emphasized. This is because effective teaching and learning cannot take place in a poorly managed classroom. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both the individual student and groups of students, while maximizing the behaviors that enhance learning. Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance (Marzano, 2008).

The classroom teacher is often charged with a lot of functions to perform in the teaching and learning process. One of the most challenging functions is classroom management and control. A teacher's effectiveness in teaching is assessed by the ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions. The academic performance of pupils of a particular classroom can be attributed to a teacher's ability to manage and control the classroom during instruction. Classroom management and control entails planning, supervising, controlling and coordinating the activities of pupils/students in the teaching and learning processes. For teaching to be effective, a teacher must use a variety of productive methods, materials and teaching strategies. Furthermore, for teaching to be effective, the teacher should possess thorough knowledge of the subject matter, have the ability to demonstrate the competence in communicating that knowledge of the subject matter to the students; he or she should also demonstrate ability to apply a variety of teaching methods to achieve his •or her instructional purposes in the class (Maduewesi & Eya, 2006).

This study aimed at examining classroom management practices and students learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State, Nigeria.

Statement of the Problem

Classroom management in many senior secondary schools in Rivers State seem to pose serious problems to students' instructional outcomes and academic performance. It's prevalence has attracted the concern of the teachers, parents, guidance counselors, and even researchers. Effective

classroom management practices has been discussed extensively at educational seminars and workshops, with efforts aimed at bringing lasting solutions to the problem of students' outcome and poor academic performance encountered in senior secondary schools. Poorly managed classrooms are usually associated with negative classroom attitudes and behaviors such as: eating while lessons are going on, sleeping, lateness to class, noise making, wrong copying of notes and keeping of incomplete notes, calling of nicknames, immoral verbal utterances, physical threats to fellow students or the teacher. These negative behaviors greatly affect and disorganize the learning processes thereby hindering the academic performance of students. In most cases, classroom teachers become tired of using verbal or oral instruction in attempts to establish effective class control and instill discipline, but this method alone seem not to produce expected results. Many teachers use corporal punishment to instill fear and discipline in the classroom, yet there seem to be increasing prevalence of negative behaviors in the classrooms, especially in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State, Nigeria. This necessitated the desire to understand the relationship between classroom management practices and students' learning outcomes in public senior secondary schools in the Obio/Akpor Local Government Area, Rivers State, Nigeria with the intention to investigate if certain classroom management practices can influence positive students' learning outcomes.

Aim and Objectives of the Study

The aim of this study is to examine the relationship between classroom management practices and students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State, Nigeria. The specific objectives was to:

1. identify how proper time management influences students' learning outcomes' in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State.
2. examine how classroom rules influences students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State.
3. ascertain how involving students' in the classroom influences students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State
4. determine how effective classroom discipline influences students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State

Research Questions

The following research questions served as a guide to this study:

1. How does proper time management influence students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State?
2. How does classroom rules influence students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State?
3. How does involving students' in the classroom influence students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State?
4. How does effective classroom discipline influence students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State?

Conceptual Clarifications

Classroom Management

Classroom management encompasses the wide variety of skills and techniques that classroom teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. The concept encompasses various components that contribute to a well-managed classroom. These components include establishing clear expectations and rules, creating a positive classroom climate, maintaining appropriate behavior reinforcement strategies, and promoting student autonomy and engagement (Emmer & Sabornie, 2015).

Effective classroom management is the process of organizing and conducting a classroom so that it maximizes students learning. Nwankwoala (2018) defined classroom management as that function of the teacher which involves the act of ensuring that students are properly directed towards the use of available resources to attain the set goals of education. Similarly, Nwangwa (2011), Ogun (2000), Agabi & Okorie (2002) in Nwankwoala (2018) defined classroom management as the various ways of handling the activities of the classroom in a way to minimize behavioural problems that affect teaching and learning in the classroom; the planning, management and execution of the school's programme as it affects teaching and learning in the classroom; the process of conducting the classroom instructional process in a manner that the basic objectives of the instructional process are optimally achieved, within the context of resource used and the handling of classrooms, respectively. Also, Leniech in Nwankwoala (2016) defined the concept as the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress and anticipating potential problems.

Classroom management activities involves the manifestation of professional skill of the teacher in creating a conducive atmosphere, while utilizing the curriculum. The professional skills are to direct, motivate, co-ordinate, control, communicate, take decisions, plan, supervise and evaluate

the learning process. It also involves the organization of non-academic tasks like checking class attendance, keeping records of student conduct and activities, manipulating instructional materials and elimination of distractions. Also, it involves arranging the physical environment, establishing rules and procedures, maintaining student's attention to lessons and engagement in activities. Classroom management is a crucial aspect of effective teaching and learning, as it involves implementing strategies and techniques to create a positive and conducive learning environment while promoting desirable pupil behavior.

The purposes of classroom management is to establish an orderly environment, so students can engage in meaningful academic learning and enhancing students' social and moral growth., with its significance extending beyond immediate behavioral control to long-term academic outcomes.

Classroom Management Practices

Classroom management practices refers to the strategies, techniques, and approaches that teachers employ to create a positive and productive learning environment within the classroom. It involves the establishment of rules, routines, and procedures that promote student engagement, behavior management, and academic achievement. Effective classroom management practices aim to create an atmosphere that supports student learning, fosters positive relationships, and minimizes disruptions. Effective classroom management is essential for creating a positive and conducive learning environment, promoting student engagement, and maximizing learning outcomes.

Teachers employ various strategies as part of their classroom management practice. One commonly used approach is the establishment of clear expectations and rules for students. These expectations provide students with a clear understanding of what is expected of them, contributing to a positive and focused classroom environment. Additionally, Smith et al. (2015) found that establishing routines and procedures helps maintain order and reduce disruptive learning outcomes. Clear expectations and rules provide structure and guidance for students, facilitating a positive learning environment. Brophy (2006) suggested that explicit and well-communicated expectations promote student understanding and compliance with classroom rules. Importantly, a positive classroom climate is characterized by a supportive and inclusive atmosphere that fosters student learning and well-being. Another essential aspect of classroom management practice is the establishment of routines and procedures. Also, Jones and Jones (2017) demonstrated that clear and explicit rules contribute to positive behavior and academic engagement. Routines refer to the consistent patterns of behavior that are followed in the classroom. They include entry and exit routines or transitioning between activities. Procedures, on the other hand, are specific guidelines or steps for completing tasks, such as handing in assignments or obtaining

classroom materials. Wong and Wong (2009) argued that well-established routines and procedures help create a structured and organized learning environment, reducing disruptions and maximizing instructional time. Furthermore, effective behavior reinforcement strategies encourage and reinforce positive behavior while addressing challenging behavior.

Discipline and behavior management are also integral parts of classroom management practices. Teachers employ various strategies to address disruptive behavior and maintain a productive classroom environment. Canter (2003) discussed the use of assertive discipline, which involves clear communication of expectations, consistent consequences for misbehavior, and a focus on teaching appropriate behavior rather than simply punishing students.

Notably, the quality of teacher-student relationships plays a crucial role in students learning outcomes. Johnson et al. (2019) noted that teachers who establish positive relationships characterized by warmth, support, and respect have students who exhibit better behavior and higher levels of engagement. The quality of teacher-student relationships plays a crucial role in students learning outcomes. Teachers who establish positive relationships characterized by warmth, support, and respect are more likely to experience better student learning outcomes and engagement (Hamre & Pianta, 2005). Building positive relationships fosters a sense of belonging and encourages pupils to comply with classroom rules and expectations. Effective classroom management practice is therefore crucial for creating a positive and productive learning environment.

This study focuses on the following classroom management practices: Time management, Classroom rules, Students' involvement in the classroom and Classroom discipline.

Time Management

Time management stands as one of the most critical skills needed by the teacher in the classroom for the purpose of organizing tasks and being co-ordinated. As workloads intensify and distractions multiply, the ability to effectively allocate and control one's time has become synonymous with career success and personal well-being. Time management can be defined as the process of planning and organizing how best to divide one's time between specific activities (Amaele, 2012). It is a process which involves the determination of needs and prioritization of tasks which is very difficult to control and manage; the process of utilizing time properly according to the needs and requirements of teaching activities for maximum performance. Time management refers to the judicious use of time for achieving success in life. It helps an individual make the best possible use of time. It is essential for individuals to value time and allocate the right time to the right activity. In the view of Juneja (2015), time management refers to managing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities and is important because it improves performance,

produces better work, makes an individual punctual and disciplined, an individual becomes more organized, reduces stress, helps in planning and manages distractions. Time management can be defined as the process of planning and organizing how best to divide one's time between specific activities (Amaele, 2012). In the classroom, proper time management can be achieved by establishing productive routines, strategic lesson pacing and efficient resource management.

Classroom Rules

Classroom rules serve as the cornerstone of effective educational climate, as it provides structure, safety, and clear expectations that facilitate learning. The establishment of clear, consistent classroom rules represents one of the most fundamental aspects of effective teaching and classroom management. Classroom rules serve multiple functions: they create predictable environments that reduce anxiety, establish boundaries that promote safety, and provide frameworks within which meaningful learning can occur (Evertson & Weinstein, 2006). The creation and implementation of effective classroom rules requires clarity, positive framing, careful consideration of developmental appropriateness, cultural sensitivity, limited number of rules per time and alignment with broader educational goals. Such rules will be beneficial, and seen in students' academic achievements, social-emotional development, reduced disciplinary issues and improved teacher efficacy.

Students' involvement in the Classroom

Student involvement in the classroom has emerged as one of the most critical factors in effective teaching and learning. The concept encompasses various forms of active participation, engagement strategies, and collaborative learning approaches that transform passive recipients of information into active constructors of knowledge. When students are meaningfully involved in their learning process, academic outcomes improve significantly, retention increases and critical thinking skills are more likely to be robust. The traditional lecture-based model of education, where students passively receive information, has given way to more interactive approaches that recognize students as partners in the learning process. This shift reflects a deeper understanding of how learning occurs and acknowledges the diverse ways students process and retain information (Prince, 2004). Classroom interaction should have teacher to learners' interaction, teacher to learner interaction and learner to learner interaction. Students role in classroom interaction includes answering questions, copying notes, listening, responding to teacher's instructions, writing, teaching other students as the case maybe. To Increase engaged time of the students in the classroom, The teacher will: involve students in an active learning in more interactive activities, utilize time and teach well give classroom task and take home assignments and reinforce students on task behaviour, monitor students engagement and consider individual differences, involve the students in monitoring their activities to take responsibility for their learning and employ co-operative activities, but minimize tendencies to cause distractions in class.

Classroom Discipline

Effective classroom discipline is fundamental to creating productive learning environments that foster student engagement, academic achievement, and positive behavioral development. Classroom discipline represents one of the most critical challenges facing educators today. The traditional view of discipline as punishment has gradually shifted toward a more comprehensive understanding that emphasizes prevention, relationship-building, and skill development (Simonsen, 2008). The evolution from punitive to positive approaches reflects growing understanding of how students learn and develop, emphasizing the importance of creating environments where all students can succeed. Modern classroom discipline encompasses the strategies, techniques, and environmental modifications that teachers use to maintain order while promoting student learning and growth.

Research consistently demonstrates that well-managed classrooms correlate with higher academic achievement, improved student engagement, and reduced behavioral problems (Evertson & Weinstein, 2006). However, achieving effective discipline requires more than implementing rules and consequences; it demands a systematic approach that considers individual student needs, cultural backgrounds, and developmental stages. Effective classroom discipline is a multifaceted endeavor that requires careful attention to relationships, clear expectations, preventive strategies, and responsive interventions. Success in classroom discipline requires ongoing commitment to professional learning, self-reflection, and adaptation based on student needs and emerging research. Discipline encompasses the strategies and techniques used to manage behavior and promote a positive learning environment. Effective discipline is essential for creating a safe and orderly classroom where students can focus on their studies and engage in learning activities. A well-disciplined classroom is characterized by clear expectations, consistent enforcement of rules, and respectful interactions between students and teachers (Marzano & Marzano, 2003). When students know what is expected of them and understand the consequences of their actions, they are more likely to behave appropriately and participate actively in learning activities. The implementation of evidence-based discipline practices benefits not only individual students and teachers but contributes to positive school climates that support the success of entire learning communities.

Theoretical Framework

The study adopted the Social Learning Theory (SLT) developed by Albert Bandura in 1977. Social Learning Theory is a psychological theory that emphasizes the role of observation, imitation, and modeling in learning and behavior. Bandura believed that individuals learn not only through direct

experience but also by observing the actions, behaviors, and consequences experienced by others in their social environment. The theory suggests that behavior is shaped by the interplay of cognitive, behavioral, and environmental factors. The main thrust of the Social Learning Theory is that individuals learn through observation, imitation, and modeling of others' behavior. It suggests that behavior is influenced by the social environment, including the behavior of peers, teachers, and significant others. According to this theory, individuals are more likely to engage in behaviors that are rewarded and less likely to engage in behaviors that are punished. Social Learning Theory posits that individuals learn by observing others. They acquire new knowledge, skills, and behaviors through the process of observational learning, which involves paying attention to others' actions and the consequences that follow. Observational learning consists of four key processes: attention (the learner must pay attention to the model's behavior and its outcomes); retention (the learner must be able to retain or remember the observed behavior to reproduce it later); reproduction (the learner imitates or reproduces the observed behavior based on their retention of it); and Motivation (the learner is motivated to imitate the behavior if they perceive positive outcomes or rewards associated with it). The theory also explains that individuals are motivated to engage in certain behaviors based on the consequences experienced by others. The Social Learning Theory offers valuable insights into the role of observation, imitation, and modeling in learning and behavior. By understanding and applying its principles, educators and behavior specialists can promote positive behaviors, facilitate skill acquisition, and support behavioral change. Effective classroom management practices based on this theory can create positive behavioral patterns and promote desirable behaviors among learners.

Review of Related Empirical Studies

This section examined empirical studies that investigated classroom management practices and their impact on student outcomes in different educational contexts.

Precious and Worika (2023), examined managing classroom for improved academic performance in public secondary schools in Rivers State. A descriptive survey design was adopted in the study. The population of the study comprised all 8,452 teachers in the 248 public secondary schools in Rivers State. The sample size of this study was 845 teachers using the stratified random sampling technique. A self-designed questionnaire titled: Managing Classroom for Improved Academic Performance in Public Secondary Schools in Rivers State Questionnaire (MCIAPPSTQ) was used for data collection. A test re-test method was used to ascertain the reliability of the instrument and a reliability coefficient of 0.76 was obtained. Mean and standard deviation was used to answer the research questions while the z-test statistics was employed to test the hypotheses at 0.05 level of significance. The result revealed effective classroom management was essential for students' positive outcomes. Some problems noted were classroom arrangement, position of chalkboard and disruptive behaviors. It was recommended that teachers should develop a positive attitude towards

students and show trust in their actions and intentions consistently as they engage in quality teaching during Classes.

Ambrose and Lovett (2010) examined the influence of classroom climate on students' attitude to learning in public senior secondary schools in Port Harcourt metropolis. The study was guided by three objectives from which three research questions and hypotheses were derived. The study adopted a descriptive survey design with a population of 27,082 teachers and students comprising 25,077 students and 2,005 teachers in the 37 public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. The sample size of the study was 728 respondents comprising 394 students and 334 teachers in public senior secondary schools in Port Harcourt Metropolis. The sample size was determined using Taro Yamene's formula. The multi-stage sampling technique was adopted in selecting the sample of the study. The instrument for data collection was a self-designed questionnaire titled "Influence of Classroom Climate on Students' Attitude to Learning in Public Senior Secondary Schools Questionnaire". The questionnaire was validated by two experts in Measurement and Evaluation. A test of internal consistency was conducted using Cronbach Alpha method to determine the reliability of the instrument. Reliability coefficients of 0.79, 0.81 and 0.83 were obtained for the various clusters of the instrument. The research questions were answered using mean and standard deviation statistics while the hypotheses were tested using z-test statistics at 0.05 level of significance. The findings of the study revealed that social, physical and psychological classroom climate influence students' attitude to learning in public senior secondary schools in Port Harcourt metropolis to a high extent. Based on the findings of the study it was revealed among others that to ensure conducive social climate that would promote positive attitude to learning, educational managers should organize periodic trainings for teachers on the importance of positive classroom climates through effective classroom management practices.

Methodology

This study adopted a correlational research design to examine the relationship between classroom management practices and students' learning outcomes. The population for the study is of all 1,220 teachers from the 24 public senior secondary school within Obio/Akpor Local Government Area. The sample for this study is 854 teachers representing 70% of the population. The simple roundon techniques was used to select the respondents. The instrument for data collection was a structured questionnaire titled: Classroom Management Practices and Students' Learning Outcomes Questionnaire (CMPSLOQ) which was divided into two sections: Section A, eliciting demographic data from the respondents and Section B consisting of items measured along the 4-point modified Likert Scale that elicited questions from the study variables. The instrument was validated by and a reliability coefficients established. Data collected was analyzed using descriptive statistics (mean and standard deviation) with the criterion mean of 2.50 to answer the research questions.

Result and Discussions

Response Rate

Out of 854 copies of the questionnaire distributed to teachers in the selected public senior secondary schools, 820 copies were returned, representing a response rate of 96%. This response rate is considered adequate for the analysis and generalization of findings.

Answers to Research Questions

Research Question 1: How does proper time management influence students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State?

Table 1: Mean and Standard Deviation of Respondents' on how Time Management Influences Students' Learning Outcomes

S/N	Items	Mean	SD	Remark
1	When teachers start their lessons at the scheduled time, it helps them cover their work load	3.48	0.65	Agreed
2	When teachers allocate specific time periods for different activities during lessons, it helps them do their job effectively	3.45	0.68	Agreed
3	When teachers maintain consistent daily routines in the classroom, it helps them cover their work load	3.52	0.62	Agreed
4	When teachers have all necessary materials ready before class starts, it helps them teach effectively and manage time	3.49	0.64	Agreed
5	When teachers maintain steady progress through the curriculum without falling behind, it helps them cover their work load	3.46	0.67	Agreed
Cluster Mean		3.48	0.65	Agreed

Table 1 presents the mean ratings of respondents on how time management influences students' learning outcomes. The table shows that all five items received mean scores ranging from 3.45 to 3.52, which are all above the criterion mean of 2.50. Item 3, which states "When teachers maintain consistent daily routines in the classroom, it helps them cover their work load," received the highest mean score of 3.52 (SD = 0.62), while item 2, "When teachers allocate specific time periods for

different activities during lessons, it helps them do their job effectively," received the lowest mean score of 3.45 (SD = 0.68). The cluster mean of 3.48 with a standard deviation of 0.65 indicates strong agreement among respondents that proper time management significantly influences students' learning outcomes. The relatively low standard deviations across all items suggest consistency in respondents' views. This finding implies that when teachers effectively manage instructional time through punctuality, structured routines, and adequate preparation, students' learning outcomes improve considerably.

Research Question 2:

How do classroom rules influence students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State?

Table 2: Mean and Standard Deviation of Respondents' on how Classroom Rules Influence Students' Learning Outcomes

S/N	Items	Mean	SD	Remark
6	When teachers establish clear and specific classroom rules at the beginning of the term, it promotes positive student learning outcomes	3.47	0.66	Agreed
7	When teachers communicate classroom rules in language students can easily understand, it promotes positive student learning outcomes	3.46	0.67	Agreed
8	When classroom rules are posted visibly where all students can see them, it promotes positive student learning outcomes	3.44	0.69	Agreed
9	When teachers acknowledge students who consistently follow classroom rules, it promotes positive student learning outcomes	3.50	0.63	Agreed
10	When teachers model the behavior expected from students according to classroom rules, it promotes positive student learning outcomes	3.48	0.65	Agreed
Cluster Mean		3.47	0.66	Agreed

Table 2 displays the mean ratings of respondents regarding how classroom rules influence students' learning outcomes. All five items recorded mean scores between 3.44 and 3.50, exceeding the criterion mean of 2.50. Item 9, "When teachers acknowledge students who consistently follow classroom rules, it promotes positive student learning outcomes," obtained the highest mean score of 3.50 (SD = 0.63). Item 8, "When classroom rules are posted visibly where all students can see

them, it promotes positive student learning outcomes," recorded the lowest mean score of 3.44 (SD = 0.69). The cluster mean of 3.47 with a standard deviation of 0.66 demonstrates strong agreement that classroom rules significantly influence students' learning outcomes. The consistency in responses, as reflected in the low standard deviations, suggests that teachers recognize the importance of establishing, communicating, and reinforcing classroom rules. This finding indicates that clear behavioral expectations create conducive learning environments that enhance students' academic performance.

Research Question 3: How does involving students in the classroom influence students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State?

Table 3: Mean and Standard Deviation of Respondents' on how Student Involvement Influences Students' Learning Outcomes

S/N	Items	Mean	SD	Remark
11	When teachers encourage active student participation in classroom discussions, it helps students have proper understanding of the subject matter	3.51	0.62	Agreed
12	When teachers provide opportunities for students to express their opinions and ideas, it helps students have better understanding of the subject matter	3.49	0.64	Agreed
13	When teachers allow students to lead some classroom activities or presentations, it enhances student learning outcomes	3.43	0.70	Agreed
14	When teachers value and acknowledge student contributions to class discussions, it enhances students' participation in the classroom	3.48	0.65	Agreed
15	When teachers provide opportunities for students to demonstrate their learning in various ways, it enhances student participation in classroom	3.46	0.67	Agreed
Cluster Mean		3.47	0.66	Agreed

Table 3 presents respondents' views on how involving students in classroom activities influences their learning outcomes. All items recorded mean scores ranging from 3.43 to 3.51, all above the criterion mean of 2.50. Item 11, "When teachers encourage active student participation in classroom discussions, it helps students have proper understanding of the subject matter," received

the highest mean score of 3.51 (SD = 0.62), while item 13, "When teachers allow students to lead some classroom activities or presentations, it enhances student learning outcomes," recorded the lowest mean score of 3.43 (SD = 0.70). With a cluster mean of 3.47 and standard deviation of 0.66, respondents strongly agreed that student involvement positively influences learning outcomes. The findings suggest that when teachers create opportunities for active participation, encourage student expression, and value student contributions, learning outcomes improve significantly. This aligns with constructivist learning theories that emphasize active engagement in the learning process.

Research Question 4: How does effective classroom discipline influence students' learning outcomes in public senior secondary schools in Obio/Akpor Local Government Area, Rivers State?

Table 4: Mean and Standard Deviation of Respondents' on how Classroom Discipline Influences Students' Learning Outcomes

S/N	Items	Mean	SD	Remark
16	When teachers provide specific praise for appropriate student behaviors, it improves students' participation in classroom activities	3.47	0.66	Agreed
17	When teachers help students develop self-discipline and self-control skills, it improves student learning outcomes	3.50	0.63	Agreed
18	When teachers address behavioral problems immediately and constructively, it helps students correct themselves easily	3.48	0.65	Agreed
19	When teachers provide opportunities for students to make amends for inappropriate behavior, it improves students' behavior	3.44	0.69	Agreed
20	When teachers establish clear expectations for behavior before starting activities, it improves student learning outcomes	3.46	0.67	Agreed
Cluster Mean		3.47	0.66	Agreed

Table 4 shows respondents' ratings on how classroom discipline influences students' learning outcomes. All five items received mean scores between 3.44 and 3.50, exceeding the criterion mean of 2.50. Item 17, "When teachers help students develop self-discipline and self-control skills, it improves student learning outcomes," obtained the highest mean score of 3.50 (SD = 0.63). Item 19, "When teachers provide opportunities for students to make amends for inappropriate behavior, it improves students' behavior," recorded the lowest mean score of 3.44 (SD = 0.69). The cluster

mean of 3.47 with a standard deviation of 0.66 indicates strong agreement that effective classroom discipline significantly influences students' learning outcomes. The findings reveal that teachers recognize the importance of positive discipline strategies, including specific praise, developing self-regulation skills, and constructive intervention. This suggests that discipline approaches focused on skill development rather than punishment contribute more effectively to improved learning outcomes.

Discussion of Findings

Time Management and Students' Learning Outcomes

The finding that proper time management significantly influences students' learning outcomes (cluster mean = 3.48) aligns with existing research on effective classroom practices. This result corroborates the work of Wong and Wong (2009), who emphasized that well-established routines and procedures create structured learning environments that maximize instructional time. The high mean scores across all items related to time management suggest that teachers in Obio/Akpor Local Government Area recognize punctuality, consistent routines, and adequate preparation as critical factors in academic success. The finding that maintaining consistent daily routines received the highest rating (mean = 3.52) supports research by Emmer and Sabornie (2015), which demonstrated that structured classroom routines reduce disruptions and enhance student focus. This is particularly relevant in the Nigerian context where large class sizes and limited resources often challenge effective time utilization. The strong agreement among respondents indicates that when teachers optimize instructional time, students have more opportunities to engage with content, leading to improved learning outcomes.

Classroom Rules and Students' Learning Outcomes

The finding that classroom rules significantly influence students' learning outcomes (cluster mean = 3.47) is consistent with research by Jones and Jones (2017), who found that clear, explicit rules contribute to positive behavior and academic engagement. The highest-rated item regarding acknowledging students who follow rules (mean = 3.50) reflects the importance of positive reinforcement in classroom management, supporting the work of Canter and Canter (1992) on assertive discipline. This finding is particularly significant in the context of public senior secondary schools in Rivers State, where classroom management challenges are common. The strong agreement among teachers suggests that establishing clear behavioral expectations at the beginning of the term creates predictable environments that reduce anxiety and promote learning. The result also supports Social Learning Theory, which emphasizes that students learn appropriate behaviors through observation and reinforcement. The finding that visible posting of rules received slightly lower ratings (mean = 3.44) may indicate practical challenges in classroom infrastructure or resources. However, the overall positive ratings across all items demonstrate teachers'

recognition that well-communicated rules form the foundation for productive learning environments.

Students' Involvement and Learning Outcomes

The finding that involving students in classroom activities significantly influences their learning outcomes (cluster mean = 3.47) supports research by Prince (2004) who found that active learning approaches lead to higher academic achievement than traditional passive instruction. The highest rating for encouraging active participation in discussions (mean = 3.51) aligns with constructivist learning theories that emphasize students as active constructors of knowledge. The strong agreement among respondents suggests growing recognition that student engagement enhances comprehension and retention. This supports the work of Astin (1984), who found that the energy students devote to their academic experience directly correlates with learning outcomes. The relatively lower rating for allowing students to lead activities (mean = 3.43) may reflect concerns about time constraints or curriculum coverage pressures. However, the overall positive ratings indicate that teachers value student involvement as a means of enhancing learning outcomes, consistent with most research on active learning strategies.

Classroom Discipline and Students' Learning Outcomes

The findings that effective classroom discipline significantly influences students' learning outcomes (cluster mean = 3.47) supports research by Simonsen et al. (2008), who demonstrated that positive behavior reinforcement strategies improve both behavior and academic engagement. The highest rating for helping students develop self-discipline skills (mean = 3.50) reflects a shift from punitive to developmental approaches, consistent with modern classroom management research. This finding aligns with Social Learning Theory's emphasis on self-regulation and self-efficacy development. The strong agreement among teachers suggests recognition that discipline should focus on teaching appropriate behavior rather than merely punishing inappropriate behavior. This supports research by Durlak et al. (2011), which found that social-emotional learning programs focusing on self-regulation skills lead to improved academic and behavioral outcomes. The finding that providing opportunities for students to make amends received slightly lower ratings (mean = 3.44) may indicate challenges in implementing restorative practices in busy classroom environments. However, the overall positive ratings demonstrate teachers' understanding that constructive discipline approaches contribute to improved learning outcomes, consistent with research by Evertson and Weinstein (2006).

Conclusion

Based on the findings of this study, it is concluded that classroom management practices play a crucial role in determining students' learning outcomes in public senior secondary schools. The study demonstrated that when teachers effectively manage time, establish and enforce clear

classroom rules, actively involve students in learning activities, and implement effective disciplinary measures, students' learning outcomes improve significantly. The high mean scores across all variables (ranging from 3.45 to 3.47) indicate strong teacher agreement that these classroom management practices positively influence student learning outcomes. This suggests that teachers in the study area recognize the importance of effective classroom management practices and its impact on student success. The findings align with the Social Learning Theory, which emphasizes the role of observation, modeling, and environmental factors in shaping behavior and learning outcomes. Teachers who effectively model desired behaviors through consistent time management, clear rule implementation, inclusive teaching practices, and constructive discipline create positive learning environments where students can thrive academically. Effective classroom management practices not only impact students learning outcomes but also contribute to academic achievement.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. School heads should monitor and evaluate teachers' classroom management practices through regular classroom observations, and provide constructive feedback
2. Classroom teachers should develop and consistently maintain daily routines that optimize instructional time, and establish clear, positively-framed classroom rules at the beginning of each term and ensure they are visible and regularly reinforced
3. The classroom instructional process should create opportunities for active student participation in lessons through discussions, presentations, and collaborative activities
4. Teachers should implement positive disciplinary strategies that focus on developing students' self-regulation skills rather than as punitive measures.

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