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**EFFECTIVE CLASSROOM MANAGEMENT AND STUDENTS' ACADEMIC  
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BRASS LOCAL GOVERNMENT  
AREA OF BAYELSA STATE**

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**ABSTRACT**

*The study looked at how effective classroom, management can be used as a tool to boost students' academic performance in Brass Local Government Area (LGA) of Bayelsa State of Nigeria. The study was guided by six research questions. The study made use of the descriptive survey design. The study's population was two thousand one hundred and twenty two (2,122) students selected from twelve (12) public secondary school from Brass LGA of Bayelsa State of Nigeria. The simple random sampling technique was used to select two hundred and twenty student who made up the respondents. A research instrument titled Effective Classroom Management and Students Academic Performance in Brass LGA of Bayelsa State (ECMSAPPSSBLGABS) structured on a four point scale was used to gather information from the respondents. The study was able to find out that effective classroom management strategies like teachers maintaining cordial relationship with their students, teachers using positive reinforcement to encourage students, teachers' reinforcement of school rules as well as teachers correction of students' bad behavior enhance students' academic performance in Brass LGA of Bayelsa State. As such the study recommended that teachers should ensure they build cordial relationship with their students, use positive reinforcement to encourage students, reinforce school rules*

*and correct students' bad behavior in order to enhance their academic performance in Brass LGA of Bayelsa State.*

**Keywords:** *Effective, Management, Classroom, Academic Performance, Public, Secondary Schools.*

## **Introduction**

Effective Classroom Management is very important in every formal educational system. It facilitates the learning process. The impact of effective classroom management cannot be over stressed as it plays an essential part in enhancing the teaching and learning process in schools. Prior to formal education system in Nigeria, the educational system was indigenous. Fafuwa (2021) says that indigenous education is all-encompassing, and all institutions participating in this system might help students learn the behaviours, talents, and skills they need to be good citizens in the community where they reside. Fafuwa (2021) says that this kind of schooling may happen at any point in a person's life. There isn't a specific venue or environment planned for this kind of schooling. It is somewhat planned and structured, and it happens in certain areas, but not in schools. For example, a carpenter or seamstress goes to school as part of the non-formal educational system.

British missionaries brought Western education to Nigeria in the 1840s. The Church Missionary Society (CMS) built a number of schools in the middle of the 1800s. The colonial government helped the church pay for the schools' operations. The requirement for classrooms and other necessary infrastructure to be in place before any community could launch a new school was stressed too much since classrooms are such an important element of children' education. Some people think that the classroom isn't particularly necessary since teachings might be conducted outside, beneath a tree, or in other places and still be beneficial. This could be true, but how much learning would happen in that kind of setting? It would be hard for any skilled teacher to get kids interested and make improvements in a place that isn't ideal for learning. If classes are done outside beneath trees or in other such places, both the instructor and the student may have trouble focusing, and things may not go as planned. Because the classroom is the most important part of our school, we need to pay close attention to the circumstances and how they affect learning and teaching.

Classroom management has been defined by different scholars in the field of education. According to Onwegbu (2008) classroom management is the proper arrangement of students into units so as to ensure that effective learning and teaching take place. With good and effective classroom management issue like rowdiness and chaos which can hinder good learning in the class can be avoided. Effective classroom management will lead to discipline in school as the issue of indiscipline will be nipped in the board. In this instance the teacher will be able to acquaint him or herself with the personalities of the various student he or she is dealing with. This will help the teacher in handling the class very well.

In the classroom the teacher is confronted with problems such as fighting, noise making. Sleeping in class, shuffling of feet, jeering at teacher, inattentiveness, inability to learn, disobedience among other things. All of these shows that there exist lapses in the management of the classroom which the teacher is saddled with the responsibility of correcting.

Falajin (2010) says that a good teacher's job is not just to teach pupils things, but also to help them learn how to behave in a way that would allow them to live happily and peacefully in society. Teachers need to show that they have the abilities of the profession via training to do their jobs well. So, a teacher should be able to explain how they taught a lesson in a certain area of expertise.

Nwankwo (2011) says that education is about shaping people's character, improving their intellectual talents, and passing on and improving cultural legacy. It also means giving people the information, skills, beliefs, and attitudes they need to make a life in a world that is always changing. This will help make the world a better place.

According to Aderounu (2018) the Nigerian government adopted education as an instrument for national growth and development. Education contributes immensely to national development because it has always been the most important instrument for change in the intellectual and social outlook of the Nigerian state. Educational is a tool for fostering the national peace, unity and economic growth of every nation including Nigeria. Education can be used as a tool to achieve the aforementioned and even more with effective classroom management. Effective classroom management will make student more composed, listen attentive and learn better. This will no doubt increase the academic performance and highly productive. As such teachers are expected to establish clear expectations and routines, building strong relations with students, using positive reinforcement and effectively addressing disruptive behavior.

### **Statement of the Problem**

The teaching profession is one of the most difficult and important profession in the entire world. Teachers are confronted with a plethora of problem ranging from what to teach? How best to teach and classroom management. The issue of classroom management is very important as it could make or mare the teaching and learning process. For the teaching to deliver is lesson successfully and positively impact the students he has to ensure that he properly manages his class. In recent time teachers have been overwhelmed because of their inability to manage their class. Some of the reasons why teachers have failed to manage their class include not building cordial relationship with their students, not using positive reinforcement to encourage students, not reinforcing school rules and lack of correction of bad behavior. The study will look at how to address the problems raised in a bid to help the teacher manage the class better and improve students' academic performance in public secondary schools in Brass LGA of Bayelsa State.

### **Purpose of the Study**

The major purpose of the study was to determine:

- 1) How teachers building cordial relationship with their student will enhance students' academic performance in Brass L.G.A of Bayelsa State.
- 2) How teachers using positive reinforcement to encourage student will enhance students' academic performance in Brass L.G.A of Bayelsa State.
- 3) How teachers reinforcement of school rules enhance students' academic performance in Brass L.G.A of Bayelsa State.
- 4) How teachers correction of students' bad behavior help enhance students' academic performance in Brass L.G.A of Bayelsa State.

### **Research Questions**

The subsequent research questions guided the study:

- 1) How does teachers building cordial relationship with their students enhance their academic performance in Brass L.G.A of Bayelsa State?
- 2) How does teachers using positive reinforcement to encourage student enhance their academic performance in Brass L.G.A of Bayelsa State?
- 3) How does teachers' reinforcement of school rules enhance students' academic performance in Brass L.G.A of Bayelsa State?
- 4) How does teachers' correction of students' bad behavior help enhance students' academic performance in Brass L.G.A of Bayelsa State?

### **Research Methodology**

The study employed descriptive design. This design describes and interprets the relationship that exist between teachers' classroom management and students' educational attainment in Brass LGA of Bayelsa State. The design is suitable for the study because the research was investigated without manipulating the responses from the respondents. The population of the study comprises of two thousand one hundred and twenty students in twelve public secondary schools in Brass LGA of Bayelsa State. The simple random sampling technique was used to select two hundred and twenty two students representing (10%) of the entire population.

The research made use of sixteen item research questionnaire titled Effective Classroom Management and Students Academic Performance in Public Secondary Schools in Brass LGA of Bayelsa State (ECMSAPPSSBLGABS). The instrument was designed on a four point rating scale. The instrument for the study was validated by two experts on Measurement and Evaluation in the Faculty of Education in the Federal University Otueke, Bayelsa State. A Pilot study was carried out as the research instruments were given to sixteen (16) respondents in Southern Ijaw Local Government Area who were not part of the population of the study. Mean and standard deviation were used to answer the research question.

### **Results**

#### **Research question one**

How does teachers building cordial relationship with their students enhance their academic performance in Brass L.G.A of Bayelsa State?

**Table 1:** Mean rating and Standard Deviation of responses on teachers building cordial relationship with their students and students' academic performance in public secondary school in Brass Local Government Area of Bayelsa State.

| <b>S/N</b> | <b>ITEMS</b>                                                                                                 | <b>MEAN</b> | <b>SD</b> | <b>REMARK</b> |
|------------|--------------------------------------------------------------------------------------------------------------|-------------|-----------|---------------|
| 1          | Teachers creating a positive classroom climate enhances students' academic performance.                      | 3.20        | 0.72      | Agree         |
| 2          | Teachers establishing a one on one relationship with all their students enhances their academic performance. | 3.04        | 0.96      | Agree         |
| 3          | Teacher effective communication with students enhance their academic                                         | 2.72        | 0.82      | Agree         |

|   |                                                                                               |             |             |              |
|---|-----------------------------------------------------------------------------------------------|-------------|-------------|--------------|
|   | performance.                                                                                  |             |             |              |
| 4 | Teacher incorporating a good sense of humor in class enhances students' academic performance. | 3.28        | 0.72        | Agree        |
|   | <b>Grand Mean</b>                                                                             | <b>3.06</b> | <b>0.81</b> | <b>Agree</b> |

**Cut-off mean = 2.50; Total 222**

Table 1 revealed that the total mean rating scores in all items were larger than the criterion point of 2.50 with mean scores of 3.20, 3.04, 2.72, and 3.28 respectively with a grand mean of 3.06. This suggests that all items were accepted. This means that teachers building cordial relationship with their students enhance their educational performance in public secondary school in Brass LGA of Bayelsa State.

### Research Question two

How does teachers using positive reinforcement to encourage student enhance their academic performance in Brass L.G.A of Bayelsa State?

**Table 2:** Mean rating and Standard Deviation of responses on teachers' positive reinforcement to encourage students and their academic performance in public secondary school in Brass Local Government Area of Bayelsa State.

| S/N | ITEMS                                                                                                                       | MEAN        | SD          | REMARKS      |
|-----|-----------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------|
| 5   | Verbal praise by teacher enhances students' academic performance.                                                           | 3.26        | 0.73        | Agree        |
| 6   | Recognition in class enhances students' academic performance.                                                               | 3.33        | 0.86        | Agree        |
| 7   | Rewarding the entire class for positive behavior enhances students' academic performance.                                   | 3.32        | 0.81        | Agree        |
| 8   | Allowing students to participate in fun activities like games for completing a class assignment enhances their performance. | 3.35        | 0.87        | Agree        |
|     | <b>Grand Mean</b>                                                                                                           | <b>3.32</b> | <b>0.82</b> | <b>Agree</b> |

**Cut-off mean = 2.50; Total 222**

Table 2 indicated that, the total mean rating scores in all items were larger than the criterion mark of 2.50 with mean scores of 3.26, 3.33, 3.32, and 3.35 respectively with a grand mean of 3.32. This suggests that all items were accepted. This means that teachers' using positive reinforcement to encourage student enhance their academic performance in Brass L.G.A of Bayelsa State?

### Research Question three

How teachers reinforcement of school rules enhance students' academic performance in Brass L.G.A of Bayelsa State.

**Table 3:** Mean rating and Standard Deviation of responses on teachers' reinforcement of school rules and students' academic performance in public secondary school in Brass Local Government Area of Bayelsa State.

| S/N | ITEMS                               | MEAN | SD   | REMARKS |
|-----|-------------------------------------|------|------|---------|
| 9   | Teachers ensuring that students are | 3.12 | 0.78 | Agree   |

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|    |                                                                                                                                                                       |      |      |       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|
|    | regular and punctual in school enhances their academic performance.                                                                                                   |      |      |       |
| 10 | Teachers ensuring that students have academic integrity by not allowing them to engage in examination malpractice and dishonesty enhances their academic performance. | 3.34 | 0.86 | Agree |
| 11 | Teachers ensuring that students adhere to strict guidelines on the use of electronics devices in class enhances their academic performance.                           | 3.02 | 0.76 | Agree |
| 12 | Teachers ensuring that students maintain respectful behavior in class enhances their academic performance.                                                            | 3.30 | 0.82 | Agree |
|    | Grand Mean                                                                                                                                                            | 3.20 | 0.81 | Agree |

**Cut-off mean = 2.50; Total 222**

Table 3 reveals that, the total mean rating scores in all items were larger than the criterion mark of 2.50 with mean scores of 3.12, 3.34, 3.02, and 3.30 respectively with a grand mean of 3.30. This suggests that all items were accepted. This means that teachers' reinforcement of school rules enhance students' academic performance in Brass L.G.A of Bayelsa State.

**Research Question four**

How teachers correction of students' bad behaviour help enhance students' academic performance in Brass L.G.A of Bayelsa State.

Table 4: Mean rating and Standard Deviation of responses on teachers' correction of students' bad behavior and students' academic performance in public secondary school in Brass Local Government Area of Bayelsa State.

| S/NO | ITEMS                                                                                                                                           | MEAN | SD   | REMARKS |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------|------|------|---------|
| 13   | Teachers establishing expectations from students in very clear term enhances their academic performance.                                        | 3.42 | 0.96 | Agree   |
| 14   | Teachers implementing consequences that are directly related to bad behavior enhances their academic performance.                               | 3.25 | 0.80 | Agree   |
| 15   | Consistency in the enforcement of rules and consequences enhances their academic performance.                                                   | 3.11 | 0.76 | Agree   |
| 16   | Positive enforcement to encourage students with good behavior and discourage students with bad behavior and enhance their academic performance. | 3.25 | 0.80 | Agree   |

|  |            |      |      |       |
|--|------------|------|------|-------|
|  | Grand Mean | 3.26 | 0.83 | Agree |
|--|------------|------|------|-------|

**Cut-off mean = 2.50; Total 222**

The data represented in Table 4 reveals that, the total mean rating scores in all items were larger than the criterion point of 2.50 with mean scores of 3.42, 3.25, 3.11, and 3.25 respectively with a grand mean of 3.26. This suggests that all items were accepted. This means that teachers' correction of students' bad behaviour help enhance students' educational performance in Brass LGA of Bayelsa State.

### Discussion

The study revealed that effective classroom management positively impacts on students' educational performance in public secondary schools in Brass LGA of Bayelsa State. Table 1 reveals that, the mean of 3.20 and standard deviation of 0.72 for item one which states that teachers creating positive classroom climate enhances students' academic performance. Item two which states that teachers establishing a one on one relationship with all their students enhances the students' academic performances shows a mean of 3.04 and standard deviation of .96. Item three which states that teachers' effective communication with students enhances their academic performance shows a mean of 2.72 and standard deviation of 0.82. Also, item four which states that teachers incorporating a good sense of humor in class enhances students' academic performance shows a mean of 3.28 and standard deviation of 0.81. The study with a grand mean of 3.06 reveals all items were larger than the criterion score of 2.50. This implies all items were accepted. This means that teachers building cordial relationship with their students enhance their educational performance in public secondary school in Brass LGA of Bayelsa State.

Table 2 reveals that, the mean of 3.26 and standard deviation of 0.73 for item five which states that teachers' verbal praise enhances students' academic performance. Item six which states that teachers' recognition of students in class enhances the students' academic performances shows a mean of 3.33 and standard deviation of 0.86. Item seven which states that teachers' teachers rewarding the entire class for positive behavior enhances their academic performance shows a mean of 3.32 and standard deviation of 0.81. Also, item eight which states that teachers allowing students to participate in fun activities like games for completing a class assignment enhances students' academic performance shows a mean of 3.35 and standard deviation of 0.82. The study with a grand mean of 3.32 reveals all items were larger than the criterion score of 2.50. This implies all items were accepted. This means that teachers positive reinforcement to encourage students enhance their academic performance in public secondary school in Brass LGA of Bayelsa State.

Table 3 reveals that, the mean of 3.12 and standard deviation of 0.78 for item nine which states that teachers' ensuring that students are regular and punctual in school enhances students' academic performance. Item ten which states that teachers' ensuring that students have academic integrity by not allowing students to engage in examination malpractice and dishonesty enhances the students' academic performances shows a mean of 3.34 and standard deviation of 0.86. Item eleven which states that teachers' ensuring that students adhere to strict guidelines on the use of electronics devices in class enhances their academic performance shows a mean of 3.02 and standard deviation of 0.76. Also, item twelve which states that teachers ensuring that students maintain respectful behavior in class enhances their

academic performance shows a mean of 3.30 and standard deviation of 0.82. The study with a grand mean of 3.20 reveals all items were larger than the criterion score of 2.50. This implies all items were accepted. This means that teachers reinforcement of school rules enhance their educational performance in public secondary school in Brass LGA of Bayelsa State.

Table 4 reveals that, the mean of 3.42 and standard deviation of 0.96 for item thirteen which states that teachers' establishing expectations from students in very clear terms enhances students' academic performance. Item fourteen which states that teachers' implementing consequences that are directly related to bad behavior enhances the students' academic performances shows a mean of 3.25 and standard deviation of 0.80. Item fifteen which states that teachers' consistency in the enforcement of rules and consequences enhances students' academic performance shows a mean of 3.11 and standard deviation of 0.76. Also, item sixteen which states that teachers' positive reinforcement to encourage students with good behavior and discourage students with bad behavior enhances their academic performance shows a mean of 3.25 and standard deviation of 0.80. The study with a grand mean of 3.26 reveals all items were larger than the criterion score of 2.50. This suggests that all items were accepted. This means that teachers correction of students bad behavior help enhance students' educational performance in public secondary school in Brass LGA of Bayelsa State.

### **Conclusion**

This study has been able to establish that teachers' effective classroom management like building cordial relationship with students, using positive reinforcement to encourage students, reinforcement of school rules and correction of students' bad behavior is very pivotal in improving the educational performance of students in public secondary schools in Brass LGA of Bayelsa State

### **Recommendations**

The following suggestions are offshoot of the conclusion reached:

- 1) Teachers in public secondary schools in Brass LGA of Bayelsa State should be build cordial relationship with their students to help enhance their academic performance.
- 2) Teachers in public secondary schools in Brass LGA of Bayelsa State should use positive reinforcement to encourage student to enhance their academic performance.
- 3) Teachers in public secondary schools in Brass LGA of Bayelsa State should use reinforcement of school rules to enhance students' academic performance.
- 4) Teachers in public secondary schools in Brass LGA of Bayelsa State should correct students' bad behavior to enhance their academic performance.

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