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TEACHERS' CLASSROOM MANAGEMENT CHARACTERISTICS: A PANACEA TO STUDENTS' ACADEMIC PERFORMANCE IN EKITI STATE SECONDARY SCHOOLS

Francis Busuyi Olowo

Obafemi Awolowo University, Ile-Ife, Nigeria

Oluwatoyin Christopher Fashiku

Obafemi Awolowo University, Ile-Ife, Nigeria

ABSTRACT

The study investigated teachers' classroom management characteristic and it influenced on student academic performance in Ekiti State secondary school. The research design was descriptive. The population was made of principals in 187 secondary schools in Ekiti state. The sample was made of 36 principals using multi-stage sampling procedure. Simple random sampling technique was used to select the 36 school across the three senatorial districts of the State and the principals of the schools were used. Two instruments were used to collect data for the study. These were a self-designed questionnaire and an inventory to collect WASSCE result for 2012-2016. Data for the study were analysed using ANOVA statistics to analyse five hypotheses formulated at 0.05 level of significance. The findings of the study showed that lesson plan preparation ($F=0.966$, $df=2, 2$, $P>0.05$), student discipline ($F=1.288$, $df=2, 2$, $P>0.05$), teaching methodology ($F=0.588$, $df=2, 2$, $P>0.05$), instructional materials ($F=0.630$, $df=1, 3$, $P>0.05$) and student assessment/evaluation ($F=0.698$, $df=1, 3$, $P>0.05$) were significantly influences students' academic performance. The study concluded that teachers' classroom management characteristics (lesson plan, student discipline, teaching methodology, instructional materials and student assessment/evaluation) have positive influence on student academic performances. The study therefore recommended that teachers' should frequently and adequately prepare for their lesson, use appropriate discipline approach, use appropriate teaching methodology timely, use adequate instructional material and prompt assessing/evaluating students in their classrooms during teaching learning process.

KEYWORDS

Teachers, characteristics, classroom- management, students, academic performance, secondary schools

1. INTRODUCTION

The student academic performance could be refers as how the students deal with their studies through their abilities to learn and how they accomplish different task or assignment given to them by their teachers in the classroom or outside of their classroom that resulted in excellent performance. Students' academic performance could also be regarded as the result derived from assessment of test and promotion examinations done by student in the school system or external examinations such as West African Senior School Certificate Examinations (WASSCE) and Senior School Certificate Examination (S.S.C.E.) among others It also means all effort of the students to accomplish better outcome in their internal and external examination. A student who always attend classes, contributes his/her quota during teaching learning process, well discipline, doing assignment given by teacher and dedicated time to read would success in examination attempted. The students' academic performance (outcome) is a major concern of all stakeholders at all levels of education. Ayodele and Oyewole (2012) described teachers as the main determinant of quality in education. They constitute a major drive in the production process and in the determination of the output (Oyewole 2008).The success of students in the school system or external examinations such as West African Senior School Certificate Examinations (WASSCE) and Senior School Certificate Examination (S.S.C.E.) could be attributed to teacher's classroom management. A teacher is a manager who is in-charge to handle and control his/her classroom. It could demand talent, skills, energy and ability from teachers to manage classrooms because it directly deals with the behaviors of learners. Teachers with highly practical vision, strategies, skills and knowledge could manage classroom effectively. According to Brophy (2006), classroom management refers to 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. Froyen and Iverson (1999) opined that the purpose of classroom management is to encourage students towards learning and to promote their positive behaviours. These writers further argue that positive classroom management contributes to enhanced academic achievements of students, increased teacher efficacy, improved students behaviour and teachers teaching. Feldman (1997) considers 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. In a view of Olowo and Fashiku (2019) teachers' classroom management referred as actions and strategies that teachers use in the classroom to solve the problem of order in the classrooms creditably by preparing good lesson notes, make judicious use of available learning resources, make use of appropriate teaching methodology, maintain discipline and assess or evaluate students with the target of achieving objectives. Today, classroom management according to Akpakwu (2003) 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 classrooms are managed. Failure to effectively manage the classroom could 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 comes to mind is what characterized classroom orderliness and objectives attainment in term of maintenance of discipline, teaching methodology, instructional material, lesson plan, and student evaluation. The way a teacher successfully managed these characteristic would have a long way in academic performance of students, though, teacher classroom management characteristics is not an end to students' academic performance but as a means to an end. Empirical evidence shows that most secondary schools students' performance in Africa is generally poor. In South Africa for example, the pass rate of students in examinations in their final year dropped consecutively for five years, from 73.3% in 2003 to 62.2% in 2008, (Pretorius, 2012). Meanwhile, report of academic performance of students in the Senior School Certificate Examination (SSCE) conducted by the West African Council (WAEC) and the National Examination Council (NECO) were poor in Nigeria between 2007 and 2010. The percentage of students who obtained credit level passes in five subjects and above including English language and Mathematics was about 25% in Nigeria. (Quality Education Assurance Agency, 2010 as sited in Olaleye, (2013). Likewise, Owadie, (2011) and Okpala (2011) reported that report of academic performance on students in the Senior School Certificate Examination (SSCE) conducted by West Africa Examination Council (WAEC) in Nigeria was poor in 2011, as only 30.9 % of the 1,540,250 candidates obtained credit level passes in five subjects including English Language and Mathematics, while in the 2011 June/July NECO SSCE; only 22.34% of the 1,160,561 candidates obtained credit level passes and above in English Language and 25.14% in Mathematics in the 36 States of the Federation and Federal Capital Territory. More also, in 2012 May/June West African Senior School Certificate Examination, out of the 1,672,224 candidates that sat for the examination, only 649,156 candidates, representing 38.81% obtained credit level passes and above in subjects including English Language and Mathematics, in the 36 States of the Federation and the Federal Capital Territory (Owadie, 2012). Eguridu (2015) also disclosed that 36.57% obtained five credits and above in subjects including English Language and Mathematics in 2013 while 31.28% was recorded in 2014 and 39% in 2015 (Eguridu, 2015). These performances of students need urgent attention.

Meanwhile, in Ekiti State, the academic performance of students was not impressed the stakeholders as the performance of students who obtained credit level passes in five subjects, including English Language and Mathematics in WAEC Examination were 24% in 2010, 33% in 2011, 22.9% in 2012, 29% in 2013, 33.80% in 2014, and 41.97% in 2015 in all public secondary schools in Ekiti State. Different researches carried out by (Imoge 2002, Ashibi 2005, Ikoh 2007, Tenibiaje 2009, Ayodele and Ige 2012) have stipulated that the performances of secondary school students in national examinations conducted by the West Africa Examination Council was extremely poor. These performances have made stakeholder in education worried and questioned the teachers on how they teach their students in their various classrooms.

Perhaps, researchers argued that teachers' classroom management strategies have an effect on the success of students and the quality of teaching (Yılmaz and Çavaş, 2008). It is against this backdrop, the researchers investigated the influence of teachers' classroom management characteristics on students' academic performance in Ekiti State Secondary Schools...

2. TEACHERS CLASSROOM MANAGEMENT AND STUDENTS ACADEMIC PERFORMANCE

The major aim of secondary school is to achieve educational goals. The goals can be translated in form of academic performance of students. The student academic performance refers as the outcome of students in their final examinations set up by bodies recognized by law in secondary school in a country for instance in Nigeria like WAEC, NECO, NABTEB. To accomplish the goals, it could be traced to different factor such as peer group, students intelligent, students background, teachers etc. though, it can be deduced that major factor contributing to students' academic performance is teacher, therefore it is pertinent to look in-depth to characteristics that contribute to student academic performance in their various classrooms.

3. LESSON PLAN

A lesson is a structure period of time where learning is intended to occur. It involves one or more students (also called pupils or learners in some circumstances) being taught by a teacher or instructor. A lesson may be either one section of a textbook (which, apart from the printed page, can also include multimedia) or, more frequently, a short period of time during which learners are taught about a particular subject or taught how to perform a particular activity. Lessons are generally taught in a classroom but may instead take place in a situated learning environment (Mishra, 2009). A lesson plan is a daily plan by the teacher with an outline of what to teach in the classroom. Lesson plan makes teacher to be fully prepare ahead of class and gives method to use in carrying out the lesson in the classroom. The lesson plan is very crucial in achievement of classroom goal, and its makes it easy for teacher to be effective and orderly with the procedure of teaching-learning process in the class.

4. CLASSROOM DISCIPLINE

According to Atanda and Lameed (2006), discipline is derived from a Latin word “discipulus” which means “to learn”. It is the mode of life in accordance with certain rules and regulations. Discipline involves the submission of ones impulse to the power of regulations, which brings about efficiency and economy where there would otherwise be ineffectiveness and waste. Ada (2004) sees classroom discipline as a function of the interaction between teacher and students that bring about self-control and respect for authority. It entails creating and keeping books based on reciprocal understanding limits that must not be transgressed. The teacher needs to discipline him/herself and his/her level of discipline must be so transparent to all students so as to serve as a check on them, establish rules and regulations that the class must uphold; these might include measure of punishment for anybody who violates the laid down rules and he/she must maintain consistency and firmness in the enforcement of rules and regulations in the classroom. The teacher should possess an ability to create equal opportunity for all students without favourism to some students while others are put at disadvantaged positions and should be aware of the rights of the students and give them accordingly.

5. TEACHING METHODOLOGY

Teaching methods could be described as the process in which the subject matter is delivered to the students through proper control and guidance of the teacher in order to achieve the stated objective

in a given lesson. A teaching method has been defined by Afolabi and Adesope (2010) as a specific instructional process which differs from any other by the diversities of specialized activities. Teaching method is primarily descriptions of the learning objectives oriented activities and flow of information between teachers and students. Any instructional method a teacher uses has advantages and disadvantages and requires some preliminary preparations. Often a particular teaching method will naturally flow to another, all within the same lesson. Which instructional method is "right" for a particular lesson depends on many things, among them are the age, and development level of the students, what the students already know and what they need to know to succeed with the lesson, the subject matter content, the objective of the lesson, and the physical setting. One of the ways of ensuring effective classroom management is for the teachers to use appropriate methods of instruction. Teacher's lesson presentation must be properly organized in the method of instruction. The method used by the teacher should stimulate learning. In fact, the best method is the one in which the learners' actively participate in the lesson. This means that they should carry out activities which will sustain their interest in the lesson. If the children do not take in part in what goes on during lesson presentation, they soon become tired and sleepy or they may keep themselves busy by doing something else which can create behavioural problems.

6. INSTRUCTIONAL MATERIAL

Instructional are materials which facilitate and render more effective the teaching-learning process in educational institution. Learning resources are those materials whose use is confined to the learner. The essence of instructional material in the classroom is to interpret what teacher teaches in the classroom in a way that will make it to understand by students, this will make classroom objective to be easily achieved. According to Baldacchino and Farrugia (2002), the quality of education cannot be seen or improved by simply providing physical resources like books, extending the duration of learning, training more teachers and providing other learning resources, but by teachers interpreting the learning to the pupils and appropriately using teaching and learning approaches.

7. STUDENT ASSESSMENT/EVALUATION

Assessment in educational setting may describe the progress students have made toward given educational goal at a point in time. In the classroom, assessment refers to all the processes and products which are used to describe the nature and the extent of pupils' learning. Evaluation on the other hand adds the ingredient of value judgment to assessment, it is concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values (Ogungbemi, 2012). Evaluation is the last stage of the lesson. It deals with finding out the extent to which the teacher has succeeded in imparting the knowledge. This is the stage where the success of the lesson is determined. The teacher will know if the objective of the lesson has been achieved or not. Evaluation involves asking questions from the students based on the topic treated. Students also will know whether they have followed or not. If the students respond to questions very well it means the teacher has succeeded but if otherwise he has failed. A teacher who fails to evaluate his lesson is not a good teacher (Olutade, 2014).

8. STUDENT ASSESSMENT/EVALUATION

The Golden Rules for Classroom Management

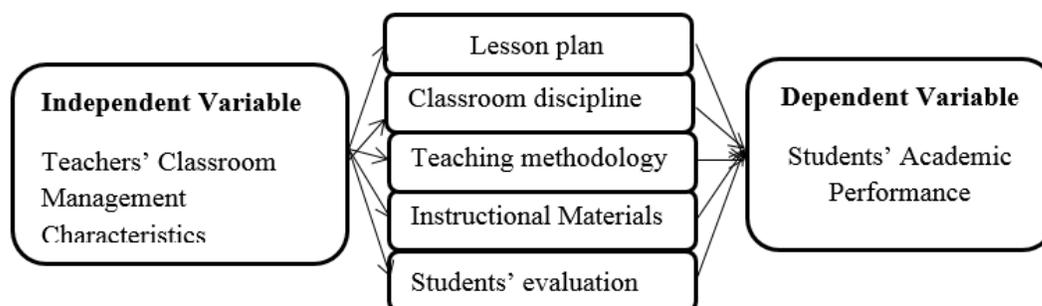
These 10 golden rules could be applied in various classrooms to maintain orderliness and for achievement of classroom objectives

1. The students must be dressed neat and classroom must be tidy
2. Table and chairs in the classroom must be arranged orderly (in row and column)
3. Rules must be made to guide the classroom lesson (teacher should adhere with the rules and must ensure that students abide by the rules). The rules should cater for late coming, students roaming about in the classroom, going out of classroom without permission, and noise making during lesson
4. The teacher must always dress corporate to the classroom
5. Teacher should be knowledgeable of content and audible while teaching
6. The previous knowledge/entry behaviour must be addressed before the commencement of the lesson
7. Teacher needs to be focused on students centre by allowing students to participating
8. The teacher must be democratic in asking questions by allowing both males and females to answer questions
9. The teacher should caution extroverts and introverts should be encourage to participate
10. The teacher must give full attention to students' questions and give appropriate answers to the questions.

Various previous researches have established the relevant and how classroom management characteristics were related to students' academic performances. In a study carried out by Omenka and Otor (2015) showed that that classroom discipline and motivation significantly influence students' academic achievement in science and mathematics. Omenka and Otor recommended that teachers should always maintain discipline in their classroom, likewise, Teachers should endeavour to introduce innovative ideas to motivate learning so that students' behaviour and academic achievement can be positively influenced. The study of Owoyemi and Adesoji (2012) denoted that classroom management increases students' sense of responsibility and avoid of disruptive behaviors. The study of Feldman (1997) considers classroom management not only related to management of students' behavior 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. The study carried out by Froyen and Iverson (1999) opined that that positive classroom management contributed and enhanced academic achievements of students.

9. THEORETICAL FRAMEWORK OF THE STUDY

The conceptual framework designed for this study was to elicit the relationship between the classroom management characteristics and student academic performance in Ekiti State secondary schools. Different literature reviewed depicted that the student academic performance were majorly determined by teachers' classroom characteristics. This means that the way a teacher utilizes the characteristics in the classroom as a long way in attainment of student academic. Thus, the framework in Fig. 1 shows the relationship between the classroom management characteristics and student academic performance.



Source: Researchers, 2018

Fig. 1: Conceptual framework of relationship between the teachers' classroom management characteristics and students' academic performance.

The conceptual model in fig. 1 suggests that the independent variable is conceptualized as consisting teachers' classroom management characteristics measured in form of; teachers lesson note preparation, classroom discipline, teaching methodology, use of learning resource and students' evaluation/assessment while the dependent variable is teachers' classroom management which are conceptualized on student academic performance in form of the output(WASSE).

Figure 1 in the study predicted that all teachers' classroom management characteristics such as lesson note preparation, classroom discipline, teaching methodology, use of learning resource and students' evaluation/assessment were highly contributed to students' academic performance in Ekiti State secondary school.

10. RESEARCH HYPOTHESES

Hypothesis 1: H0: There is no significant influence of lesson note on students' academic performance in Ekiti State secondary schools.

Hypothesis 2: H0: There is no significant influence of student's discipline on students' academic performance in Ekiti State secondary schools.

Hypothesis 3: H0: There is no significant influence of teaching methodology on students' academic performance in Ekiti State secondary schools.

Hypothesis 4: H0: There is no significant influence of instructional materials on students' academic performance in Ekiti State secondary schools.

Hypothesis 5: H0: There is no significant influence of students' assessment/evaluation on students' academic performance in Ekiti State secondary schools.

11. METHODOLOGY

The study adopted the descriptive research design. The population of the study consisted of all the 187 principals in Ekiti State secondary schools. The sample of this study comprised 36 respondents using multistage sampling procedure. Simple random sampling technique was used to select two Local Government Areas (L.G.As) from each of the three senatorial districts. From each LGA, six secondary schools were selected. All the principals of the selected schools were used. The researchers made use of two self-designed questionnaires to collect information from the respondents. The designed questionnaire titled "Teachers' Classroom Management Characteristics Questionnaire" (TCMCQ) was used in collecting information from principals on the teachers' classroom management. This was accomplished through principals' rating of teachers' lesson plan, student discipline, teaching methodology, and use of instructional materials and students' evaluation. The principals of the 36 sampled schools responded to the questionnaire. The questionnaire was divided into sections 'A' and 'B'. Section A comprised 4 items on teachers' demographic data while section B comprised 20 items on teachers' classroom management. The second instrument was preform of (WASSCE) results for a period of five years (2011-2015). This was gathered from sampled schools to ascertain the trend of the academic performance of students. The first instruments was validated by four experts in the Department of Educational Management, Obafemi Awolowo University, Ile-Ife and the reliability was also ensured 0.89 while the validity and reliability of the second instrument has been subjected to standard scrutinize by WASSCE body before they release the final results. The school principals were equally interviewed on how their teachers manage their classroom. The data collected in the study was analysed using Pearson Product Moment Correlation (PPMC) statistically to address the 5 hypotheses formulated. The hypothesis was tested at 0.05 level of significance.

12. RESULTS

Hypothesis One: H0: There is no significant influence of lesson note on students' academic performance in Ekiti State secondary schools

Table 1: ANOVA Analysis Summary of Lesson Note Preparation and Students Academic Performance

ANOVA							
	Sum of Squares	df	Mean Square	F	Sig.	P	Remark
Between Groups	81213.333	2	40606.667	.966	.019	p<0.05	H ₀ Rejected
Within Groups	84066.667	2	42033.333				
Total	165280.000	4					

The Table 1 shows that there is significant influence of lesson note preparation on students' academic performance. The hypothesis that stated in this study that there is no significant influence of lesson note on students' academic performance was rejected ($F=0.966$, $df=2, 2$, $P>0.05$). This was rejected because the calculated F was less than the alpha value ($0.019<0.05$). The study

concluded that there is significant influence of lesson note on students' academic performance in Ekiti State secondary schools. This denoted that the prompt preparation of lesson with content knowledge by teachers have impart of students' academic performance

Hypothesis Two: H₀: There is no significant influence of student's discipline on students' academic performance in Ekiti State secondary schools

Table 2: ANOVA Analysis Summary of Students' Discipline and Students Academic Performance

ANOVA							
	Sum of Squares	Df	Mean Square	F	Sig.	P	Remark
Between Groups	93030.000	2	46515.000	1.288	.027	p<0.05	H ₀ Rejected
Within Groups	72250.000	2	36125.000				
Total	165280.000	4					

Evidence from Table 2 indicated that the hypothesis that stated that there is no significant influence of each of student's discipline on students' academic performance ($F=1.288$, $df=2, 2$, $P>0.05$). The statistical evidence denoted that the calculated value was less than alpha value ($0.027<0.05$). Therefore, there is significant influence of student's discipline on students' academic performance in Ekiti State secondary schools.

Hypothesis Three: H₀: There is no significant influence of each of teaching methodology on students' academic performance in Ekiti State secondary schools

Table 3: ANOVA Analysis Summary of Teaching Methodology and Students Academic Performance

ANOVA							
	Sum of Squares	Df	Mean Square	F	Sig.	P	Remark
Between Groups	61213.333	2	30606.667	.588	.030	p<0.05	H ₀ Rejected
Within Groups	104066.667	2	52033.333				
Total	165280.000	4					

In Table 3, the hypothesis that deduced that there is no significant influence of teaching methodology and student academic performance is not supported ($F=0.588$, $df=2, 2$, $P>0.05$). It was not supported because the calculated value was less than alpha value ($0.030<0.05$). It therefore infer that that there is significant influence of lesson note on students' academic performance in Ekiti State secondary schools. The different used of method of teaching by teacher in the classroom contribute to student academic performance.

Hypothesis 4: H₀: There is no significant influence of instructional materials on students' academic performance in Ekiti State secondary schools

Table 4: ANOVA Analysis Summary of Instructional Material and Students Academic Performance

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.	P	Remark
Between Groups	1613.333	1	1613.333	.630	.034	p<0.05	H ₀ Rejected
Within Groups	163666.667	3	54555.556				
Total	165280.000	4					

Table 4 highlights the hypothesis which stated that there is no significant influence of instructional materials on students' academic performance was rejected ($F=0.630$, $df=1, 3$, $P>0.05$). This was rejected as a result of calculated value that below the alpha value ($0.034<0.05$). It therefore deduced that is significant influence of instructional materials on students' academic performance.

Hypothesis 5: H₀: There is no significant influence of students' assessment/evaluation on students' academic performance in Ekiti State secondary schools

Table 5: ANOVA Analysis Summary of Students' Assessment/Evaluation and Students Academic Performance

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.	P	Remark
Between Groups	31205.000	1	31205.000	.698	.045	p<0.05	H ₀ Rejected
Within Groups	134075.000	3	44691.667				
Total	165280.000	4					

Evidence from Table 5 shows that the hypothesis which connoted that there is no significant influence of students' assessment/evaluation on students' academic performance was rejected ($F=0.698$, $df=1, 3$, $P>0.05$). The statistical evidence indicated the calculated value was below the alpha value ($0.045<0.05$). Therefore, the study concluded that is no significant influence of students' assessment/evaluation on students' academic performance in Ekiti State secondary schools.

13. DISCUSSION OF FINDINGS

The result of the study showed that there is significant influence of lesson note preparation on student academic performance in Ekiti State secondary school. This deduced that the regular writing of lesson note, have a thorough knowledge of the content with ability of proper presentation in classroom and adequate covering syllabus for student have impart on their academic performance. The findings also indicated that there is significant influence of student discipline on students' academic performance in Ekiti State secondary school. The connoted that establish rule and regulation and consistently enforcing the rules in the classroom contribute to students' academic performance. Likewise, classroom where equal opportunity is allowed for all students without favourism of some students contribute to their performance. This study is in line with that study of Ada (2004) who infers that classroom discipline is a function of direction between teachers and students that result to self-control and respect for authority. The study equally showed that there is significant influence of teaching methodology and student academic performance in Ekiti State secondary school. This inferred that the use of different method of teaching as situation demand or according to nature of topic and students individual differences

have impart on their academic performance. The findings agree with the study of Hafner (1993) who said that the use of combinations of teaching method influence student achievement.

However, the results further indicated that there is significant influence of use of instructional materials on students' academic performance in Ekiti State secondary school. It further explained that the proper and prompt use of instructional material for topic and at appropriate time contribute to students' academic performance. The findings corroborates with the finding of Chingos & Whitehurst (2012) who pointed that the instructional choices made by teachers' leads to large effect on student learning and it makes students to learn when there is interaction between teachers and instructional materials. The study also supported the findings of Mkpa [1989] who opined that instructional materials is devices that help the teacher to convey the intended message effectively and meaningfully to the learners so that the learners receive, understand, retain and apply the experience gained to reach overall educational goals. This findings also concurred with the study of Martel (2009) who said teachers that difference instructional choices are productive in the classroom and hence are required to apply each strategy correctly to enhance student achievement. Furthermore, the findings showed that there is significant influence of students' assessment/evaluation on students' academic performance in Ekiti State secondary school. This inferred that frequent asking question on topic taught, giving take home assignment, marking and grading of student work on time contribute to students' academic performance. The findings is in line with the findings of empirical researchers who postulated that students' assessment assists in tracking students' performance (O'Farell, 2009; Flanagan, Mascolo & Hardy, 2009; Spiller, 2009). The results also supported by findings of Annah, Kisilu, and Dorothy (2015) who denoted that classroom strategies enhanced students' performance as a result of teaching methods employed by the teachers, students discipline and students' assessments. These finding also in line with the study of Ogunaju (2006) who identified teaching process variables as those characteristics of the teacher and students' behaviour in learning performance activities which take place in the classroom and which may reflect the success of the learning activity .Such variables include teaching enthusiasm, clarity of purpose and thought, effective usage of questions, use of praise and criticism, use of non-verbal communication, classroom management strategies, disciplinary techniques, organization of the lesson, suitability of learning tasks, types of feedback, received from students, student participation in the lesson, students teacher interaction and so on

14. CONCLUSION AND RECOMMENDATIONS

Teachers' classroom management characteristic is significantly and relevant in achieving student academic performance. The characteristics are instruments to achieve educational objective if effectively used by teachers in their various classroom. Therefore, teachers of secondary school of Ekiti State including other school in Nigeria are expected to make judicious use of the characteristic. Such characteristics are lesson plan writing, use of good teaching methodology, prompt students' assessment/evaluation, appropriate classroom discipline and effective use of learning resources.

Base on the findings the study, the following recommendation were made. The teacher should frequently prepare lesson note and master the content with proper presentation of lesson in the classroom. Likewise the teacher should endeavor to cover the syllabus before commencement of exams. Also the teachers should ensure that the rule and regulation should be established and

upheld it and ensure equal opportunity for the student without any favourism. Equally, there is no best method of teaching at all time, teachers should be dynamism in the use of teaching methodology. Different methods should be used as occasion demands. Instruction material should always be used as topics demand because it is easiest way of translating the content to students understanding. Furthermore, the teachers should always ask questions as a means of assessing the student. Likewise, take home assignment should be frequently given to students and test should be done two to three time for the student. Feedback on the assignments and test must be provided for students for improvement.

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