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INFLUENCE OF TEACHERS' CLASSROOM MANAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN KWALE COUNTY, KENYA

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ABSTRACT

This study examined the influence of classroom management on teachers' time management and secondary school students' academic performance in Kwale County, Kenya. The ABC time management theory was used in the study. The target population comprised of 98 principals, 960 Teachers and 6,540 form four students from public secondary schools in Kwale County. Krejcie and Morgan's (1970) formula was used to calculate the sample size, and a sample of 274 instructors, 364 form four students, and 29 principals was established. Utilizing a standardized questionnaire, data were gathered. Quantitative data was analyzed and presented as percentages and regression analysis results. Validity of the research instrument was established after being examined for logical content by were specialists in the subject. Internal reliability was estimated through Cronbach's alpha with coefficient of $\alpha = .83$. The study established a statistical significance ($p = 0,000; <0.05, \alpha=0.05$) of classroom management on students' academic performance. On the parameters used to assess classroom management, 81.7% of teachers who participated indicated that there was no movement by students in and out of class during lessons which was corroborated by 80.4% of the principals. On students discipline during lessons, 80.9% of teachers opined that this was the case corroborated by 70.6% of principals with a few undecided and other of contrary opinion. This was a further vote of confidence on teachers' classroom control and students' discipline necessary for effective teaching and learning. On class control, 68.6% of teachers indicated that they spent time in class control supported on the same by 75.6% of principals. This would seem contradictory to the fact that the students were disciplined which would not have necessitated spending time in controlling them. On conduct of assignments, 68.6% of teachers opined that students got punished by being sent out of class if they failed to do their assignments supported by 75.6% of principals. This also meant that if students were to be sent out of class, they would lose in the teaching and learning process when they would be out which would militate against the very purpose of effective learning and academic performance. The study found that classroom management accounted for 24.8% ($R^2 = 0.248$) of students' academic performance proper. The study recommended improvement in class conduct and performance on assignments without having to send students out of class.

KEYWORDS: Classroom management, assignments, teaching and learning, performance.

INTRODUCTION

Education has grown into a massive sector that is acknowledged not only as a weapon for country building, but also as a source from which individuals can achieve their objectives and desires. Every modern civilization believes that education should be used as a vehicle for social change. In other words, if a country wishes to implement a new philosophy, orientation, social order, or thinking pattern, education is the vehicle for such transformation. To achieve the intended change, such a country must first modify its curriculum, followed by classroom instruction generated from the affected curriculum and applied by the teacher in the classroom.

Classroom management is identified as “essential teaching skill” by Egeberg, McConney, & Price, (2016) who say that good teachers minimize misbehaviors to avoid disruptions and create learning settings that allow for students' intellectual and emotional progress. Classroom management refers to a set of behavioral patterns used by teachers to develop and maintain an appropriate learning environment in order to accomplish the desired educational outcomes (Khalid,2019). Over time, effective classroom management leads to enhanced student improvement in areas used to judge teacher performance. According to Tenaw (2014), classroom management is the process of creating conducive learning environments and regulating students' social behavior. He saw good classroom management and organization as a result of having the correct information, dedication, expertise, and training. Students' behavior and reactions are highly related to how well the instructor conducts the classroom. Teachers in the classroom are supervisors of classroom activities by definition of their job. In contrast to other professionals, the class teacher's job includes maintaining order, providing resources, guiding the flow of events, and directing his own focus toward achieving educational goals.

Classroom management is critical to the teaching/learning process. It is a valuable tool for transmitting instructions from the teacher to the learners. The effectiveness of classroom management determines the success of any educational institution. Teachers are classroom managers, and they must be in charge from the beginning to the end of the lesson to guarantee that the students profit from the teaching and learning that occurs in the classroom setting. This would improve smooth synchronization and responses on the part of both the instructor and the learner to a larger level. According to Oluwadayo & Samuel (2021), secondary school students' academic success considers both the quality and quantity of internal and external results obtained. It implies that what matters is not the number of graduates from the system, but how relevant and competent the graduates are in achieving societal demands and ambitions.

Academic performance is the rate at which educational goals are met by those in the school system. As a result, academic success can be viewed as the sum total to which students achieve educational goals and objectives. Academic performance is seen as the heart of the educational system,

influencing whether or not an academic institution will succeed or fail (Amalu & Ndifon, 2017). Pattaguan's (2018) theory of Educational Productivity proposed three categories of nine qualities for improving learning that affect the quality of academic achievement based on affective, cognitive, and behavioral skills. A person's aptitude (ability, growth, and motivation); education (quantity and quality); and environment (family, classroom and classmates) are all factors to consider.

Kenya's educational system is strongly examination oriented, with passing assessments serving as the sole measure of achievement (Maiyo and Bawana 2011). A candidate must sit for examinations in eight subjects in order to be graded by the Kenya National Examinations Council, where a minimum grade of C+ (Plus) in all subjects, resulting in a mean grade of C+ (plus), is considered successful students' academic achievement in Kenya Certificate of Secondary Education examinations (KCSE). Students' academic performance in KCSE had been dropping in Kwale County in recent years, with a relatively low percentage of pupils transitioning to universities between 2016 and 2020, as seen below: 2016 (1.109%), 2017 (4.884%), 2018 (6.57%), 2019 (10.346%) and 2020 (10.566%) (Ministry of Education, 2019). Classroom management could be among the reasons for this dismal performance. It is against this backdrop that the researchers got interested in investigating what caused the low performance and singled out classroom management as one of the key factors affecting teaching and learning, for investigation.

STATEMENT OF THE PROBLEM

It is unfortunate that classroom management, which is the most crucial component of successful teaching, appears to be significantly neglected in secondary schools, particularly in public institutions. The managerial responsibilities on the classroom instructor are far from light. The maintaining of records and reports as well as the necessary classroom routines, use a large portion of the instructors' time. Today, the situation in many secondary schools appear to be bad and worsening; if one walks into any of these schools during lesson periods, many, if not all classes may be disorganized, no form of discipline, no form of motivation for students to learn on their own especially when there is no teacher to monitor them. This negates the spirit of effective classroom management which may contribute adversely to students' performance. Given the performance observed over the years prior to the study, the primary goal of this research was to investigate the influence of classroom management on teacher's time management and subsequent effect on students' academic performance in Kwale county, Kenya.

Purpose of the study

The study investigated the influence of classroom management on teacher's time management and subsequent effect on students' academic performance in Kwale County, Kenya.

Research question

What is the influence of classroom management on teacher's time management and subsequent effect on academic performance among secondary school students in Kwale County?

Justification

Despite having qualified teachers, elementary school students enrolled in secondary public institutions with satisfactory entry marks, and a sensibly effective Ministry of Education monitoring

system, academic performance in Kwale County public secondary schools had dropped. Classroom management, a vital success aspect, was thought to be a missing link. The findings would assist teachers and educational administrators in recognizing classroom management as an essential function for secondary school teachers and help schools on how to overcome challenges of poor academic performance in public secondary schools in Kwale county-Kenya.

Scope of the study

The study was confined to public secondary schools in Kwale County, Kenya. Kwale County is located at the coastal region of the republic of Kenya. However, it was predicted that the findings would represent the situation in private schools as well, emphasizing classroom management as an important component of students' academic success.

Assumptions

The study assumed that the approach to teacher classroom management was reasonably consistent throughout all secondary schools in all Kenyan counties and that the findings would be applicable to all secondary schools in all counties in Kenya.

LITERATURE REVIEW

Classroom Management

Nwankwoala (2021) defines classroom management as "a variety of approaches used to control the activities in a classroom in order to eliminate behavioral difficulties that have an impact on teaching and learning. Nwankwoala (2021) observes that classroom management has been shown to consume a substantial portion of a teacher's time. This time is typically used to keep learners on task and ensure that the activity is completed efficiently. "In order to optimize the time that they and their students spent in the classroom, teachers must be able to create appropriate student behavior on education" (Sieberer-Nagler, 2016). Classroom management is essential for teachers in order to fulfill their educational goals. Time management is essential for effective classroom management. Teachers must start and end classes on time. In order to manage your time effectively, you must have a plan and clear objectives for your class. Arshad, Ahmed, & Tayyab (2019), assert that of the elements influencing students' academic success, instructors' efficiency in classroom management is the most crucial. This is corroborated by George, Sakirudeen, & Sunday (2017), who claim that good classroom management practices encourage and facilitate successful teaching and learning, hence improving students' academic achievement. According to Saifi, Hussan, Salama, & Bakht (2018), knowing and executing good classroom management tactics is required for teachers who want to have a substantial impact on their students' academic progress

When a large portion of classroom time is devoted to disciplining students' misbehavior in class, this has a detrimental influence on academic engagement and performance. According to Sieberer-Nagler (2016), significant amount of class time is allocated to classroom management of discipline and is spent away from academic matters. This is a complete waste of time. Teachers must understand that activities will take longer than anticipated, especially with large students Boevé, et al., (2017). Large courses are a major issue in Kurdistan, with some classes having up to 50 students. Managing such classes needs a great deal of expertise, ability, and, most importantly, patience.

Aibinuomo (2021) explained how ineffective classroom management strategies can reduce task completion time; disrupt learning environments, and waste instructional time. He further explains that the impact of disruptions in the classroom is a worry as they take an excessive amount of the instructor's time and energy. Sunday, Ogbeche, & Adie (2022) observes that in most schools,

Learners may be seen roaming the school grounds, coming in and out of class rather than staying in class to study. Sunday et al., (2022) notes that teachers in schools nowadays are cautious about punishing students in a way that would keep them out of the classroom environment since doing so means they will miss out on instructional time, which might lead to learning gaps. This is in agreement with Suyari et al., (2017) who had a similar perspective and maintained that student' and school officials' effective time management was directly related to improved academic success. The ability to manage time effectively is a necessary component of achieving goals, including those related to academic performance.

Teacher's time management

It is widely known that time management for teachers are more vital than for any other professional since they control the fate of future generations. Master (2013) opines that time management is an important aspect in teachers' performance and students' academic performance. According to Peter Drucker (1909-2005), "time is the manager's scariest resource; if it is not managed, nothing else can be managed." A school, as a vital institution, must be properly structured, and instructors, who are key to the achievement of educational goals, must be efficient in order to do their tasks successfully. To meet the school's stated goals, including greater student academic achievement, the school system requires efficient teachers.

Theoretical framework

The study was underpinned by Time Management Theory Using the ABC Model. The ABC time management approach states that the most vital and urgent tasks should be completed first (Kirillov, Vinichenko, & Makushkin, 2015). The second set of tasks should be completed next, but they are not urgent. The jobs that are urgent but not critical are the third set of tasks to be done. The fourth task at hand is that which is neither important nor urgent. When a person recognizes the importance of time in accomplishing one's life goals, they are halfway into succeeding. The model states that a person is halfway done once they comprehend the importance and significance of time for accomplishing their life goals (Kirillov, Vinichenko, & Makushkin, 2015).

Teachers can form a habit of finishing assignments on time and with confidence by focusing on and sticking to the four quadrants, although some abilities are needed to put responsiveness and confidence into practice. Teachers who use time management strategies and tools in both their personal and professional lives may succeed (Jinalee & Singh 2018). This Model is appropriate to this research in that it emphasizes the need for a teacher to have priorities in scheduling their work and performing their duties with the critical teaching and learning activities receiving the highest priority followed by the next in importance and so on.

Methodology

Research Design

The study used a descriptive survey design. This is useful to studies on education (Salihi, 2017) since it gets information from a broad population, collecting information on people's perceptions, thoughts or habits and allows rapid collection of data.

Population and Sample size

Principals, teachers, and students in Kwale County served as the target population of the study. Twenty-nine (29) public secondary schools were sampled using stratified random sampling to Guarantee presentation of all the school categories. Sampling of schools was as indicated in Table 1.

Table 1:
Sampling of schools

	National	Extra county	County	Sub county	Total
Matuga	2	3	2	2	9
Lunga Lunga	-	1	2	3	6
Msambweni	-	2	2	2	6
Kinango	-	1	1	1	3
Samburu	-	1	2	2	5
Total					29

The Table of Krejcie and Morgan (1970) for sample size determination was used to sample teachers and students from the population of each. A sample size of 364 was gotten from a target population of 6,540 students and of 274 from a target population of 960 teachers. A total of 29 principals from 29 schools were sampled using purposive sampling since only one principal represented the target schools.

Sampling design

To ensure each type of school was represented, stratified random sampling was employed while teachers and pupils were sampled using random sampling, and principals using purposive sampling.

Research Questionnaires

Data required for the realization of the study was collected using structured questionnaires. The questionnaires contained close ended questions and statements and were mostly presented on a five-point Likert scale. Linkert scale rating was utilized since it was most appropriate for gauging respondents' perceptions on some set constructs.

Validity

The extent to which data analysis findings actually match to the topic under investigation is referred to as validity (Mugenda & Mugenda 2013). The instruments were assessed for logical substance, clarity and efficacy to sample significant components of the study's goal by university supervisors who are subject-matter specialists.

Reliability

Instrument reliability was established through Cronbach alpha where a reliability coefficient of $\alpha = .83$ was generated. This implies that the items were sufficiently correlated (Zohrabi,2013).

Data Collection Procedures

The principal researcher used drop and pick method to personally deliver the questionnaires to principals, teachers and students. After being distributed, the respondents were supposed to complete them as scheduled. The researchers collected back the filled in questionnaires.

Ethical considerations

The National Commission for Science, Technology, and Innovation (NACOSTI) and the Kenya Methodist University Research Regulation Board both approved authorizations to conduct research. The researcher requested permission from the principals of the schools.

Results and Discussion

In order to find statistics on the impact of classroom management on secondary school students' academic achievement, teachers and principals in Kwale County public schools were asked to rate their responses on a five-tier Likert scale with 1- Strongly Disagree (SD), 2- Disagree (D), 3- Neutral (N), 4-Agree (A), 5- Strongly Agree. Results were tabulated in Table 2.

Table 2: Classroom management challenges for principals and teachers

Statement	Teachers					Principals				
	SD	D	N	A	SA	SD	D	N	A	SA
Students move in and out of class during my lesson	10.2	71.5	14.6	2.3	1.4	21.6	58.8	17.7	1.9	0.0
My students demonstrate high discipline during my lesson	3.9	5.2	10.0	66.5	14.4	0.0	7.6	21.8	64.7	5.9
I spent some considerable amount of time to manage my classroom	2.6	10.0	17.5	65.1	4.8	2.0	3.8	11.9	70.6	11.7
Students who have not finished their assignments are sent out of class	16.6	52.0	21.0	8.6	1.8	11.0	64.6	19.0	5.4	0.0

On indicators of classroom management, respondents were asked to give their opinion on the constructs to which they responded as follows:

On students moving in and out of class during lessons, a whopping 81.7% of teachers (10.2% who strongly disagreed + 71.5% who disagreed) disagreed that this was the practice while only 3.5% agreed to the practice which was a negligible number with 14.6% undecided. The assertion was corroborated by an equally large number of school principals at 80.4% with a negligible 1.9 percent agreeing to the contrary. This was a clear vote of confidence that classes were well controlled in terms of students' movement and teachers were in control.

On discipline of students during lessons, the teachers attested to discipline of students at 80.9% with only 10% undecided and 9.1% expressing contrary opinion. This was further corroborated by principals who passed a verdict of student class discipline at 70.6% with 21.8% undecided and only 7.6% of contrary opinion. This means that there was discipline in classes and so poor performance may not have been a result of indiscipline on part of students unless the respondents were not objective in their opinion.

On classroom control or management, 69.9% of the teachers agreed that they spent time to control their classes although the time spent did not indicate whether the classes were rowdy or unruly

Necessitating control. It would appear to contradict the aspect of students' discipline during lessons unless qualified in terms of what control meant. However, the response by teachers was lauded even more by principals at 82.3% giving it further vote of confidence on this construct by principals with only 16.7% who were either undecided (11.4%) or of contra opinion (5.8%).

A further indicator of discipline was on conduct of assignments in class. Most of the teachers attested that their students would be punished by being sent out of class if they did not finish assignments in time at 68.6% agreements while 21% were not sure and a further 10.4% gave contrary opinion. The findings were corroborated by head teachers who gave an even more resounding vote of confidence on this item at 75.6% with 19% undecided and only 5.4% of contra opinion. It would appear that principals were out to defend their schools in terms of maintenance of discipline in class and conduct of learning. This would be expected since they had the singular responsibility of ensuring that effective teaching and learning was taking place in their schools. However, it does not help to explain the gap in the declining trends of performance in examinations over time that led to the study in the first place. The explanation may lie somewhere else and not on the constructs for conduct of classroom activities.

Regression Analysis Results

Table 3:

Summary of Multiple Regression on the Combined Influence of Class Size and Class room Management on Academic Performance

Variable		R ²	Adj R ²	Constant	Df	F	P- value
Dependent	Academic performance	.248	.238	13.213	6,234	53.305	.000*
Independent			Beta (β)	Regression coefficients		T	P
	Class-room management		.075	.135		6.437	.004*

(* means significant at .05 alpha level).

Results from Table 28 on regression analysis reveals that classroom management accounted for 24.8% (R² =0.248) students' academic performance.

CONCLUSION

Results revealed that 69.9% of the teachers and 82.3% of the principals agreed that they spent considerable amount of time in managing the classroom which was in agreement with Nwankwoala

(2021) who observed that classroom management has been shown to consume a substantial portion of a teacher's time. This time is typically used to keep learners on task and ensure that the activity is completed efficiently. This is corroborated by Sieberer-Nagler (2016) who opined that significant amount of class time is allocated to classroom management on discipline and is spent away from academic matters which would be a complete waste of time. Going by this, it means that classroom management was a result of something not going right hence a negative effect on learning which would further enhance the argument that the declining performance was as a result of students not being properly disciplined. The definition of classroom management still seems contradictory here. The findings on movement of students in and out of class was corroborated by Sunday et al., (2022) who noted that teachers in schools were cautious about punishing students in a way that would keep them out of the classroom environment since doing so meant they would miss out on instructional time, which would lead to learning gaps. This is in agreement with Suyari et al., (2017) who had a similar perspective and maintained that student' and school officials' effective time management was directly related to improved academic success. On student discipline in class, 80.9% of the teachers and 70.6% of the principals agreed that students demonstrated high discipline during lesson time. Results on regression analysis revealed that classroom management accounted for 24.8% ($R^2 = 0.248$) of students' academic performance. This corroborates what Baker (2000) claimed that good classroom management practices encouraged and facilitated successful teaching and learning, hence improving students' academic achievement. Arshad, Ahmed, & Tayyab, (2019) asserts that of the elements influencing students' academic success, instructors' efficiency in classroom management is the most crucial. George, Sakirudeen, & Sunday (2017) averred that knowing effective classroom management techniques and applying them effectively was mandatory for teachers who wanted to significantly and positively affect their students' academic achievement.

Recommendations In view of the fact that teachers' time management was vital in students' academic performance, the research recommended that there was need to maximize time for learning, hence teachers must be able to create appropriate student behavior in their classrooms given that classroom management is critical for teachers to achieve their educational objectives. Further, that time management was essential for effective classroom management hence teachers must start and end classes on time. Other matters aimed at enhancing classroom management would be considered as a matter of policy in order to improve performance of students in their national examinations.

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