Original Article

The Contribution of Classroom Management Practices on Learners' Academic Performance in Public Secondary Schools in Morogoro Municipality

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ABSTRACT

The study's focus was to determine the contribution of classroom management practices to learners' academic performances in public secondary schools in Morogoro municipality. The study used the qualitative research approach under a case study design with a total of 100 key informants. The key informants were drawn from four selected secondary schools in Morogoro municipal council. Ginott's Theory of Communication in Teaching guided the study, whereas goal setting and social learning put emphasis on teachers to models in classroom management activities where learners facilitate learning through interaction. The data were collected through interviews, focus group discussions (FGDs), documents review and observations to the identification of classroom management activities on learners' academic performance in secondary schools. The data collected was presented with the support of tree diagrams and direct quotation(s) from the respondent(s). The study results indicate that secondary schools in Morogoro municipality employ different classroom management strategies that impact students' performance. The results of the study further indicated the level of employing the classroom management activities differ across schools, but the school which had effectively employed many strategies was also experiencing the high performance. Finally, the study recommends the schools improve facilities, availability of resources and teachers' knowledge via on-job training for effective implementation of classroom teaching strategies across schools.

INTRODUCTION

Classroom management as a key variable should have a positive impact on student academic performance in many schools across the continent (Marzona, 2008). There is a great relationship between classroom management and academic performance whereby the classrooms which were poorly managed were highly associated with poor academic performance compared to classrooms which were managed well (George et al., 2017).

Therefore, teachers had to manage their classrooms by employing various planned activities for the sake of creating a conducive learning environment (Doyle, 2011). The employed planned activities should focus on the effectiveness and improvement of classroom management through might differ from one teacher to another due to several reasons including teachers' personality, teaching style, preparedness, number of students in the classroom, adequacy of teaching and learning material, physical facilities, and students' discipline (Hakielimu, 2017). The planned activities had to engage learners and provide them with more opportunities to learn in order to meet the learning objectives. Therefore, pedagogical skills like classroom order could be employed in creating active learning towards the subject content using the available resources (Doyle, 2011).

On the other hand, ineffective classroom management activities lead to disruptive behaviours shown by students, such as sleeping, late coming, noise-making, miscopying of notes, eating, and verbal or physical threats to fellow students or the teacher. One of the strategies used by the majority of teachers in managing students' disruptive behaviour is the use of verbal instructions, whereby teachers provide clear instruction that would give students concrete and clear direction on what or how the classroom activities would be performed and managed (Good, 2004). The verbal instructions were sometimes ended with the delegation of authority whereby students can be assigned duties to prepare and presents the lesson while a teacher controls the whole process (Nima, 2004). The delegation strategy needs ample time, opportunity, accessibility, and encouragement. The other approach is the reinforcement approach, which involves engaging learners in all academic activities (Kinyanjui et al., 2015).

Although classroom management and students' academic performance have been a global concern for the past two decades, the relationship between the two is still high in the current school context. Hence, the emphasis was made on teachers being provided with managerial skills through in-job training as among the ways of improving their current classroom management activities (Umoren, 2010), which ended up in poor student performance in recent years. A good example was the data collected from the Tanzanian context, which shows that the pass mark from 2014 to 2017 decreased from 3.1% to 0.9% in division I, from 6.9% to 2.8% in division II, from 24.4% to 5.9% in division III and from 53.4% to 35.0% in division IV. Similarly, the number of division Zero increased from 10.9% to 55.4% (NECTA, 2017).

In Morogoro municipality, school performance has also declined from 57% to 40%. The National Examination Council of Tanzania (NECTA) results showed the variability of academic performance across schools in Tanzanian secondary schools and the same variability is evident in Morogoro schools, where there are high and low academic performers (NECTA, 2018/2021). Based on the results and explanations, teachers were professionally provided with pedagogical skills for the sake of improving their classroom teaching strategies for better performance. Some reviewed content showed melt-teaching strategies employed by a single teacher with the aim of increasing students' performance in their subjects (Theinert, 2017). Hence, the need for the article to determine the contribution of classroom management practices on learners' academic performances in public secondary schools in Morogoro municipality.

Analytical and Theoretical Framework

Ginott's Theory of Communication in Teaching was formed by Haim G. Ginott (originally Ginzburg; 1922 – 1973 (Manning & Bucher 2001). The theory explains a teacher as a facilitator who minimizes disruption and encourages students to be active in their engagement in classroom lessons.

Ginott's method focuses on the teacher with the following responsibilities: minimizing disruptions during discipline, facilitating inclusive conversations, and separating behaviour from character. First, Ginott highlights that many teachers often make a big scene out of a disciplinary issue. The scene a teacher makes during discipline is often designed to humiliate a student and make an example of them. Meanwhile, the teacher has contravened their own standards. They have been condescending to others and disruptive of learning. Teachers can say things like "I expect you to return to your usual self tomorrow" or "This is not like you at all. You can be a lovely student" (Manning & Bucher, 2001).

Therefore, teachers should use 'I' statements and encourage students to do the same. This can prevent name-calling and accusations. It focuses on the valid subjective experiences of students rather than creating conflict over differing perceptions of events that caused an argument. Ginott's model can be applied to guide the findings on how teachers are able to manage the classroom to facilitate learning and students' academic performance. The researcher conceptualizes that various variables within classrooms can be used by educators and school principals to improve learners' academic performance. The researcher believes that when these independent variables are employed in a classroom, they can influence the dependent variable of the study, which is the academic performance of learners either positively or negatively.

Conceptual Framework

A conceptual framework refers to a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. It is used to show the relationship between variables in which outputs were foreseen and attained (Idopise, 2004). The researcher conceptualizes that various variables within classrooms can be used by educators and school principals to improve learners' academic performance. It is envisaged that independent variables can be associated with the dependent variable of the study, which was the academic performance of learners. *Figure 1* depicts the relationship between the independent and dependent variables.

Figure 1: Conceptual Framework
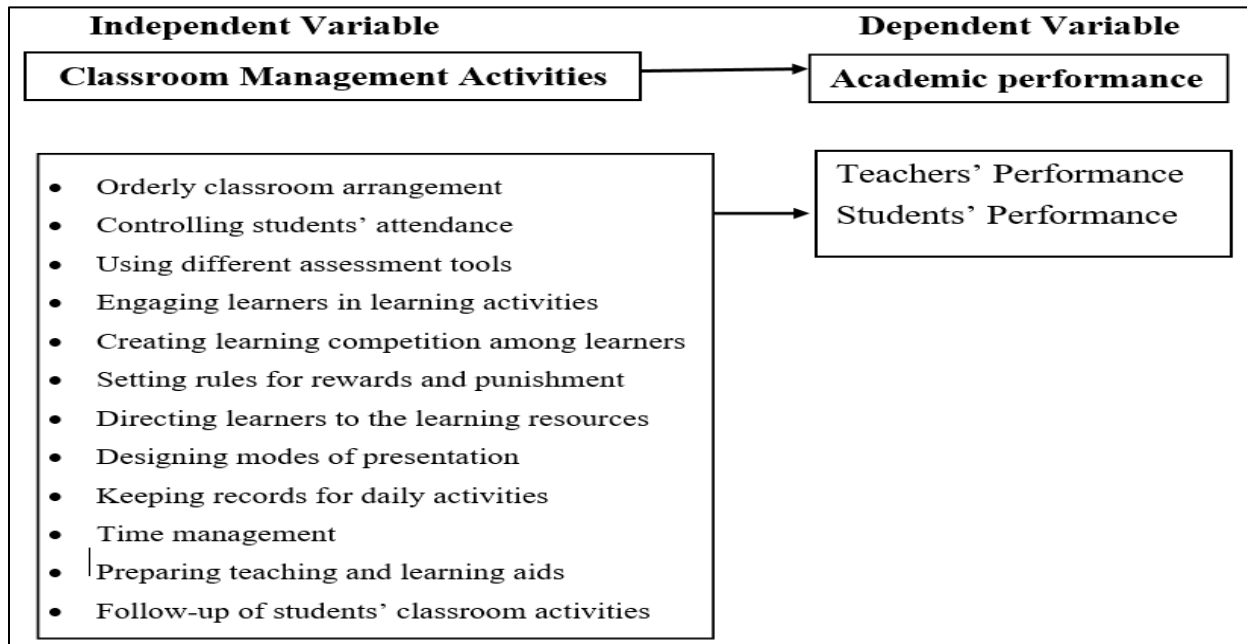
Source: modified from Pool & Everston (2013).

Figure 1 shows classroom management activities (as an independent variable) that influenced academic performance (as a dependent variable). The influence was associated with the extent to which assessment tools, learner engagement, rewards, modes of presentation, time management, and follow-up among teachers were employed. If the mentioned variable were poorly employed, the performance would also be poor, but if the assessment were effectively employed, the performance would be high.

Therefore, the positive influence was not only influencing students' performance but teachers' performance. The conceptual framework further showed some variables such as school resources, education policy, school administrators, and cultural factors that affect the influence of the independent variable (classroom management activities) on the dependent variable (students' performance). In order for the management activities to be effective on students' performance, some intervening variables like classroom facilities and learning resources should be improved in the selected schools.

RESEARCH METHODS AND METHODOLOGY

The study employed a descriptive research design that provides a chance for the researcher on making an in-depth interview/exploration to compare the impacts of classroom management activities in schools that performed high and schools with poor performance in Morogoro municipality. The study was conducted from the selected secondary schools in Morogoro municipality, which carried a total of 12,385 students and 436 teachers. It was from this population that the sample size of 100 respondents was obtained through purposive and simple random sampling. Data were collected through interviews, observations, and documentary reviews to determine the current impacts of teaching strategies on students' academic performance in secondary schools.

RESULTS AND DISCUSSION

Classroom Management Activities from the Selected Secondary Schools

The first research objective was to identify the classroom management activities employed by subject teachers from the selected secondary schools. Based on the data collected, the following

result shows the extent to which the methods were employed;

Systematic Classroom Arrangement

The systematic classroom arrangement was a physical configuration of classrooms made by the teacher to bring positive impacts on students' learning. The collected data through observation and interview shows the orderly classroom arrangement to be highly employed by two schools (S1 and S2) and moderately employed by S3 and S4 schools.

'We have to check for students' sitting order before starting the lesson because we had already trained them on how to arrange their seats in their classes for effective learning…the arrangement helped make them be effective listeners (the 1st teacher from S2 school)

'We always arrange our students in straight lines (rows) from the back to the front side because our classrooms do not suit any other style due to high population' so as to make them be attentive listeners (the 3rd teacher from S1 school)

'Some classrooms were too congested in such a way that, a teacher could not make a new sitting arrangement and use the current sitting…hence, it was not easier to reach some of them during the lesson' (the 1st teacher from S4 School)

'The sitting arrangement in our classroom was controlled by the number of chairs and tables available, which are too many' (the 8th student from S3 School)

The first statement from the above shows that the S2 School employed a sitting arrangement as one of the methods that enhance effective learning among learners during the lesson. In order to fulfil the desire to use the method effectively, teachers sometimes used to direct the students on how to arrange themselves before starting their periods. The sitting arrangement in the S2 school was adequately employed because the school had adequate classrooms, and the number of students in their classes was reasonable (35-45 students) per stream. This makes the interaction between students themselves and their teachers to be high, whereby every student was observed to get involved during the lesson.

The second statement above shows that S1 School had a higher number of learners compared to S2. Hence, the school could not make different arrangement styles and remained with only a single style of using a straight line in their classes. Hence, students' involvement was less compared to S2 school because the lines arranged were for the teacher's movement when solving individual differences or drawing attention from learners while teaching. Hence, the intention of teachers for the sitting arrangement in S1 School was to reach every individual student during the lesson.

The third statement shows that S4 school population was higher than S1 and S2 schools, whereby the sitting arrangement was not important. Students were allowed to seat in their normal position where they could listen to the teacher and be partially involved in the lesson through brainstorming. Hence, the intention of the teacher was not in sitting arrangement styles but was for every individual student to see and hear what the teacher presented before the classroom.

The fourth statement shows that the number of classroom facilities available within the class affects the sitting arrangement. According to the respondents, their classes carried many students; hence it was not easy to make the sitting arrangement when every student used his own desk and chair during the period. The above explanations show that all four schools had managed to employ the same teaching strategy though at a different level due to several reasons associated with the present number of students in a particular school or classrooms. The study further revealed that schools which highly employed the classroom order technique had higher performance compared to schools which employed the method in a moderate way. The high performance due to proper use of sitting arrangement enhanced high level of involvement among learners whereby S2 School showed higher involvement of learners due to its proper sitting arrangements compared to S1 and S4 schools. Therefore, the sitting arrangement contributes to S2 better performance.

On the other hand, the study revealed that the schools that experienced difficulties in sitting

arrangement style had also experienced moderate or less performance compared to others. The collected data through interviews revealed classrooms with inadequate sitting arrangement styles to have some problems including inadequate chairs and desks. For instance, in some classes in S3 school, the researcher observed two students sharing a single chair. The poor arrangements forced teachers to employ a teacher-centred approach in most cases. Managing the class discipline was evident poor due to the inability to reach all students, especially backbenchers. During the study, the researcher observed some students at the back of the classes conducting informal conversations instead of listening to their teachers' presentations and directions. Even some respondents acknowledged that they experience disturbances due to improper sitting arrangements; as one of them said;

'Though we put them in que, but you can hear sounds from the back where students were always murmuring to each other and it was difficult to control them due to their numbers which were high' (2nd teacher from S3 school)

'We always making sitting arrangement but some of the students still disturbing during the lesson as they talk to each other most of the time until you make some punishments over them' (the 5th teacher from S4 school)

The above statements revealed that the poor sitting arrangements lead to poor listening among students who sit at the back of the classroom and make some murmuring. The study hence associated their poor listening with poor performance. Therefore, in order to employ the proper sitting arrangement for better performance among schools, there should be a reasonable number of students, adequate facilities with adequate spaces, and free movement of teachers and learners as well.

Controlling Students' Classroom Attendance

The study findings indicated that class control by teachers to ensure consistency in student classroom attendance has value in academic performance. Some selected schools in this study had a higher ability to control students' attendance, while others were in moderate control. The higher control school of students' attendance during the lesson was associated with the nature of the school environment;

'Our school is a boarding school hence it was easy to control students' attendance…our classroom attendance was well controlled by our teachers because the school needs us to attend all the lesson session as per school timetable and our teacher in duties make sure that all students leaved their dormitories for their classes' (the 8th student from S2 school)

'Controlling students' attendance in our school was sometimes challenging because boys used to jump out of the school fence when did mistakes in order to escape for punishments…hence they sometimes lose some of the periods that lower their performance' (the 6th student from S1 school)

'Our school was somehow far from students' residence but some of them used to escape during the black time by going back to their homes' (The 4th teacher from S4 School).

'Some of our students performed low because our school was surrounded by small forests of which some students hide themselves during the periods and it is not easy to note them especially when they come from the large classes' (the 9th student from S3 school)

The first statement above shows that S2 School had highly managed to control classroom attendance during the lesson whereby students were controlled by their teacher to attend all the required lessons within a day, week, or month. All students followed the school timetable and managed to attend all the periods within a term or academic year. One of the good reasons for the better students' attendance was that the school was a boarding school in which all students were accommodated.

In the second statement, the study revealed that students' attendance in S1 School was moderately controlled. This was because the school was a day school and the school fence could easily be jumped out by students during the learning periods. Moderate attendance reduced students' performance because some of them could miss a number of lessons within a week.

In the third statement, the collected data shows the common tendency made by students who leave the school during break time and come back to school the next day. The researcher observed the school timetable and revealed at least two break times per day. The respondent revealed that some students could arrange themselves in groups whereby one group could leave the school in a shift during the black time. For example, one group leave today, the other the next day.

The fourth statement shows that in S3 school, students' attendance was low compared to other schools. Most of the students hide in the small forests surrounding the school. Hence, the school experienced irregular classroom attendance. It is obvious that the students who always miss classes could not perform equally with the students who attend all class lessons. The revealed data was in line with Ceja (2014), who found that truancy had negative impacts on academic performance and students' discipline. Also, the study revealed the absence of clear strategies from subject teachers in controlling students' attendance;

'In controlling truancy in our lessons, we only take the list of absentees and sent to discipline and academic office…we have been given the less power to punish them because the absence without information relayed to the indiscipline matters' (4th teacher from S3 school)

This means that the subject teacher had only control by giving the report to the respective person who was responsible for making follow-ups and punishments.

Using Different Assessment Tools

An assessment tool is a technique or method of evaluating information to determine how much a person knows and whether this knowledge aligns with the bigger picture of a theory or framework (Baartman et al., 2007). Assessment methods differ based on context and purpose. For example, personality tests use your responses to discover character traits, and financial assessments measure how much you know about concepts like saving and investments. Regardless of the context, all assessment tools depend on a set of well-thought-out questions to gather insights and arrive at informed conclusions by interpreting these

insights. The study revealed that the common assessment tools used in classroom management from the selected schools were individual assignments and group assignments as shown below;

'Among the assessment tools commonly employed by the majority of teachers in my school is the questions and answers technique whereby a student should be provided with adequate questions…the questions were adequately covered the subject content to be covered' (1st teacher form S2 school)

'We normally providing quizzes to our students as among the assessment tool during the lesson in order to check their understanding' (the 3rd teacher from S1 School)

'The assessment tools in our schools differ among classrooms because in our school some classes were highly congested compared to others…hence, in highly congested classes we normally using questions and answers' (the 2nd teacher from S3 school)

'We use classroom assignments and tasks to control classroom management activities whereby every individual was kept busy for the activities instead of remaining idle' (4th teacher from S4 School)

The first statement above shows that there were common tools which were employed in the assessment among selected schools. The tools employed covered the subject contents whereby learners had the opportunity of being involved in measuring their performance. For instance, the study revealed that S2 school employ questions and answers as the common tool employed by the majority of teachers in their classes. According to respondents, the tool was suitable because most classrooms had a high number of learners and the learning material was inadequate for employing other strategies like enquiry-based learning.

In the second statement, the assessment tools employed were for checking students' understanding during the lesson, whereby the teacher provides a quiz towards the end of the lesson. The observation made during the lesson shows some teachers in S3 crosscheck and mark

some quizzes among students. The quiz provided to students covers the subject content of the day, which is issued after the class.

In the third statement, the assessment tools employed in the classroom could differ depending on the nature of the classroom. This was because some assessment tools employed could not suit the high-congested classrooms due to the limited time for crosschecking and marking.

The fourth statement shows that in some selected schools, teachers tried to provide many classroom activities through the schools experienced inadequate learning material. The findings indicate that the schools which employ different assessment tools during the lesson had high ability in classroom management and performance compared to schools whose teachers employ one or two assessment tools;

> *'In order to check for learners understanding or the prior knowledge of my students, I mostly employ questions and answers several times because the classrooms had a lot of students'* (the 7th teacher from S3 School)

Therefore, the effective use of several teaching assessments leads to high performance and the schools that use few assessment tools had low performance compared to others. The finding was also concurring with Umar and Majeed (2018) who revealed that assessment was the only way to check for the student's understanding via performance.

Engaging Learners in Learning Activities

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation, they have to learn and progress in their education. The collected data shows that all the selected four schools engaged learners during the lesson. The level of involvement students in classroom activities differs from school to school whereby in S2, the students' involvement was high, in S1, the involvement was moderate, and in S3 and S4, the students' involvement during the lesson was low;

> *'During the lesson, we tried to engage learners through group discussion and presentation of*

> *their individual activities or assignments as a part of the lesson of the day'* (8th respondent from S2 school)

> *'We cannot fully be engaging all learners in asking or answering each question because our classes experienced to have up to 65 students…so the engagement of each individual learner could finish all the minutes available for the lesson without meeting the planned goal'* (the 4th teacher from S4 school)

> *'In our school, learners are highly involved in science subjects compared to arts subjects'* (the 2nd student from S1 school)

> *'We usually involve learners during the lesson where we can easily meet with'* (the 5th teacher from S3 School)

The first statement above shows that some secondary schools hardly involve learners during the lesson through different tasks. For instance, during data collection, the researcher observed students from S2 school use a role play in presenting the usefulness of solar energy in Geography subject. Most students were nearly involved due to their reasoning number in their class.

The second statement shows that learners' engagement in the lesson would depend on the number of learners available in the particular class and the availability of learning material in the particular subject. The classroom that had a higher number of learners experienced low engagement learners compared to classrooms which had a low number of learners. For instance, in S4 school, the respondents commented on the number of learners being high in such a way that teachers used few of them as representatives for the whole class in answering oral questions and group assignments.

In the third statement, the data shows that during the science lesson, students were highly involved compared to arts subjects/lessons. The respondents added that science subjects were full of activities, and most of the time, students attended the laboratories. The fourth statement shows that the involvement of learners was only done during the lesson and teachers had no ample time to re-involve them after or after their period.

The above explanations indicate that the level of students' engagement in classroom activities differs from one school to another. The school whose learners were fully engaged had experienced higher academic performance compared to schools whose learners were less engaged by their teachers during the lesson. Hence, the level of involvement determines the level of performance whereby S2 school performed high compared to other schools.

Creating Learning Competition among Learners

The collected data shows all the selected schools had managed to create learning competition among learners. But the learning competition differs from schools;

> *'We used to set joint exams with other schools like Mzumbe as our great rival in academic matters so as to assess ourselves if we had improved in employing classroom management activities towards our students' performance'* (6th teacher from S2 school)

> *'The school had no specific program which shows the learning competition .... Even our teachers did not set the learning competition for us'* (the 3rd student from S3)

> *'The formal competition was clearly seen during the formal exams where the school arranged students basing on their scores…'* (The 1st teacher from S4 school)

> *'The great academic competition among students we made was through internal examinations whereby students' results were converted into average to get average and divisions'* (the 4th respondent from S1 school)

In the first statement above, S2 school seem to put their focus on encouraging their learners to compete with other schools which performed high in their final national exams rather than competing amongst themselves. The respondents added that external academic competition is better than internal competition because students increase their learning efforts and learn in a wide range all the time. For instance, Mzumbe school as a great competitor of S2 school had revealed by this study to possess the 1st position regional-wise in the 2020 and 2021 academic years (NECTA, 2020/21).

In the second statement, the data shows the school lack some specific programs to employ for the learning competitions among learners. Also, the respondents acknowledged by putting clear that the learning competition was currently basing on the resources the teacher has and the interests of a particular teacher in the subject matter.

The third statement shows that the school had no fair learning competition and that both teachers and students are waiting for the end of the mid-term, terminal, and annual examinations where students could compete for average grades and divisions.

In the fourth statement, the data revealed that S1 schools were based on internal competition whereby students only competed amongst themselves as they struggled to get higher grades. The study revealed the weakness of internal competition as sometimes a student could lead the class under low scores but still be considered superior among others. Hence, if the creation of a learning competition is under high standard, the student's performance will be high, and if the competition is of low standard, students' performance will be low.

Setting Rules for Rewards and Punishment

Rewards and punishment are a type of learning in which an individual's behaviour is modified by its consequences or the response the behaviour gets. The behaviour may change in form, frequency, or strength. Setting rules for rewards and punishment was another classroom management activity employed by the selected schools. The learning rules were revealed to be low in S2 school and moderate in S1, S3, and S4 schools. In supporting the revealed data, the study found the following from respondents;

> *'The available resource enabled both teachers and learners to be rewarded based on their efforts and performance'* (student from S2 school)

> *'No positive rewards given to students during the lesson or after exam results…'* (1st student from S1)

> *'Neither teachers nor students given rewards due to high performance'* (3rd teacher from S4)

*'We had tried to employ rewards and punishment as one of the classroom management activities in fostering students' performance though it is ineffective due to inadequate resources' (*the 4th teacher from S3 school)

The first statement above indicates that rewards and punishment are among the classroom management activity need adequate resources. For instance, the S2 had resources which could enable the rewarding of both teachers and students. During data collection, the researcher observed some graduation pictures showing some teachers and students who were rewarded in the past academic years for better performance.

The second statements show that some schools were biased in providing rewards by only punishing the failure and leaving the one who scored high with empty hands. The third statement shows that sometimes the schools provide no rewards at all whether the students performed high or low.

In the fourth statement, the revealed data shows that the S3 school shows its failure to employ rewards as the teaching strategy due to inadequate resources available within the school. The respondents added that the few resources available led to biasness, which was finally discouraging learners' efforts towards better performance.

The explanation above showed that selected schools have a set of rules for rewards and punishment but seem to be suitable in some schools and ineffective in other schools due to differences in resources available in the selected school. For instance, during data collection, the study revealed that the S2 school had the highest number of learning materials compared to other schools. Hence, the strategy was highly employed in S2 school compared to other schools which experienced low performance.

Directing Learners to the Learning Resources

Another classroom management activity which was revealed by the study was the teacher's tendency to direct learners to the learning resources. The direction of learners to the learning resources was associated with the ability of a school to have adequate learning resources. Hence, the school like S2 school had a higher ability to use the technique compared to other selected schools;

'We sometimes directing learners to computer lab and library to search material on their own concerning the relevant subject topic of the interest so as to wide-up their knowledge on the introduced topic or sub-topic' (the 5th teacher from S2 school)

'We sometimes directing students on the sources where they could make references on the topic in hand by mentioning the specific book(s) with their page numbers where the topic is' (the 2nd teacher from S1 school)

'It was a hard task to direct students to the extra learning resources because our school had inadequate reference books, no library and computer rooms where students could search for learning material on their own time' (3rd teacher from S3 school)

'Our school had no library and the subject books provided were inadequacy for all learners…so when the teacher directing us to read a certain material became difficult to come back with answers within a short time' (the 10th student from S4)

The first and the second statements show that some government schools, including S2 in the study had adequate learning resources where the teacher for self-learning could direct the learner.

In the second statement, the collected data indicates that SI school had inadequate learning resources in such a way that the teachers could not direct learners to have effective learning on their own. The schools had no library for making references and computer labs where students could learn through the internet. The data collected in the third school shows inadequate learning resources as one of the reasons for the failure for directing learners to the learning resources.

The data collected through the interview from the fourth school shows that students were directed to learn but delayed in coming up with feedback required due to inadequacy of resources. The respondents added that some of their teachers were encouraging their learners to use their parents' smartphones for subject material searching, though they did not teach them how to use the smartphones for learning purposes. Hence, the techniques

encouraged higher performance in S1 followed by S2 school compared to other schools visited by the researcher.

Designing Modes of Presentation

Another common activity, as mentioned earlier, was designing modes of presentation that involved learners in the learning process. The respondents were asked about the modes of presentation they used during the lesson and provided the following expressions;

'We design modes of presentation before entering in classrooms because the presentation modes should depend on the available resources and the teaching technique chosen by the teacher' (the 2nd teacher from S2 school)

'We are always designing the number of questions to be discussed in each group, number of presenters from each group and the limited time for each presentation' (the 4th teacher from S1 school)

'The modes of presentation in our school differ across classes because students were streamed basing on their IQ' (4th teacher from S3)

'During the classroom presentation, some students faced some problems including the language barrier...hence the poor language make them have poor confidence in learning and finally performed poor compared to other schools' (the 3rd teacher from S4 school)

The first statement shows that S2 school have a number of modes of presentation using the available resources at school. The resources encourage teachers to design different modes of presentation. For instance, during data collection, the researcher observed some presentation modes like role-playing, tree diagram, and question and answers used. In the second statement, the study revealed that the designed mode of presentation would depend on the number of presenters, material, and timely resources for the presentation process. The third statement shows that the level of understanding among learners leads to the use of different modes of presentation within the same school. The fourth statement shows that the presentation modes could be faced with several

challenges including the language barrier whereby some students lose their confidence during the presentation due to the poor English language they had.

The above explanations show that the preparation for presentation among secondary school teachers was common though sometime there would be less effective due to several reasons including higher population, resources, and language incompetence. Hence the technique was highly effective in S2 school, where the number of students was reasonable, followed by S1 school where the number of students was moderate. On the other hand, S3 and S4 schools were not effectively employed due to the mentioned reasons (high population, inadequate resources etc.)

Keeping Records for Daily Activities

Another activity that was effectively managed was record keeping. The collected data shows the following records to be well kept by subject teachers;

'We use the class lists to help us in keeping the current number of students available in each lesson' (the 1st teacher from S1 school)

'We also use the classroom attendance to identify the frequency attendance of each learner in every day, week or month so as to retain their presence' (The 4th teacher from S3 school)

'We keep records of student's scores for the future reporting to their parents and for CA' (Head of school from S4)

'We keep a record on subject scores so as to use them in CA when reporting to parents at the end of the term' (the 6th teacher from S2 school)

The first statement shows that in keeping records among the classroom management activities, subject teachers enter classrooms with a class register of all students in a particular stream. Before the commencement of the period, the teacher makes a roll call to ascertain those who are present in the class. Crosschecking makes students attend all the periods to avoid being punished. In the second statement, the respondents show the classroom records are used for the long run including a week

or a month. The statement added that the recording system led to students' retention in their particular subjects. The third statement shows that the recording could also have been employed in keeping the students' scores to be used as a continuous assessment in their final exams. Among the scores observed by the researcher during data collection were the mid-term and terminal results in each stream for every individual student. Hence, record keeping had a higher contribution to students' performance in their final exams.

Time Management

Another classroom management activity was revealed to be employed as the time management activity. It was because the school had already set the timetable to be followed by all teachers in and outside the classrooms.

'The effective use of time resource was easily managed in our plans which shows all activities to be performed during the lesson and the specific content to be covered in a given period of time' (the Head of school from S2 school).

'We have tried to use our school timetable effectively so as to keep our students busy during the lesson by involving them in learning what had been planned for them' (the 2nd teacher from S2 school)

'Among the effective utilization of time resource, we made was the punctuality as we enter the class early and use the whole time as indicated in the school timetable' (the 1st teacher from S1 school)

'The time management employed by teachers was grounded to the current school calendar adopted from the government directives' (head of school from S2)

The above first statement shows that time management as among the classroom management activities was used to manage the whole school plan including all the activities to be performed in classroom contexts in a given period of time in relation to the subject content to be covered. In the second statement, the data through the interview shows that time management was the main tool in keeping students busy by involving them in several

learning activities for the sake of reaching their planned educational goal.

Preparing Teaching and Learning Aids

In the case of preparing teaching and learning aids for learners, teachers acknowledged the activities performed in moderate as explained by respondents from the selected schools;

'The teaching aids and material, in general, were inadequately bought by the school management…we also fail to buy ours because some of them are too expensive' (S4 schools)

'The money to buy teaching material in schools came with specific recommendations which favoured much science subjects specifically in laboratory apparatus, but in arts subjects, the money was for buying books which were also inadequate compared to the number of learners' (the 3rd teacher from S3 school)

'We had been encouraged to improvise teaching aids through natural resources surrounding our school, but some of us ignore the techniques due to the reason that the activity uses their manpower and time…instead, they use only the subject notice in their classes' (1st teacher from S1 school)

'I had already sent the list of demanded teaching aids from my teachers to the local government authority two months ago, but no positive feedback received…some of the materials were recommended by the same government to available in schools' (the head of school from the S2 school)

The first statement above shows that the schools experienced inadequate teaching aids, which were also termed to be very expensive. Also, the finding shows teachers' desire to buy their own aids but proves their failure because they do not have extra money to purchase the required material.

The second statement shows that even the school management had no adequate funds to buy adequate material for their schools because the Grant capital comes with specific recommendations on how the money should be used in a given specific period of time, which was normally three months. The

statement added that the money for buying learning materials like textbooks was few compared to the current number of learners.

The third statement shows that in order to reduce the current challenge of teaching aids, some teachers use to improvise their own aids depending on the resources available in a particular school. Others ignored the creativity and used the subject notes as a major tool for presentation during the lesson.

The fourth statement shows that some head of schools made their own efforts in preparing lists of important teaching aids required for each subject and sent the lists to the local authority. According to the respondents, the authority took a long time to give feedback on the availability of required material in schools to foster effective learning.

The above explanations show that the use of aids was very important in classroom management and teaching activities in general. Hence, teachers should use them daily regardless the aid was bought or improvised. The data made during data collection through observation shows that the classes in which their subject teacher used teaching aids were highly managed (quiet and attentive) and students performed high compared to classrooms whose teachers used their only subject notice.

Follow-Up of Students' Classroom Activities

During data collection, respondents acknowledged employing follow-up activities. In this classroom management activities, most teachers expressed their feeling about the absence of resources and how it affects the follow-up activities for students' understanding of the subject content during the lesson and in their homework.

'The activity of managing the class through follow-up in classroom activities has less effective due to inadequacy material…hence we usually checking the general understanding rather than individual differences' (The 2nd teacher from S2 school)

'My class had 65 students…so, during the lesson I can manage to make follow-up only to the group activities rather than individual works due to the time limitation' (4th teacher from S1 school)

'I had five streams and each stream carries up to 70 students who need follow-up in my English subject which had six periods per each stream within a week' (3rd teacher from S4 school)

'We had tried to employ classroom management activities in an effective way, but the resources were inadequate to support our active teaching and learning strategies' (the 4th teacher from S3 school)

In the first statement, the study revealed the follow-up activities among the classroom management activities were ineffective due to inadequate teaching and learning material. Inadequate material led to the failure of teachers in assessing the individual understanding and remedies for individual differences due to a lack of common points for reference.

In the second and third statements, the data revealed follow-up among the classroom management activities to be ineffective due to a large number of learners within a single stream. For instance, collected data shows some schools, including S3 and S4 to have up to 70 students in a single stream. Therefore, the follow-up management was for group work rather than individual work.

The above explanation shows that follow-up among the classroom management activities was not effectively employed in some selected secondary schools due to inadequacy of resources, a high number of students, time limit, and poor motivation among teachers. The data collected through observation added that some teachers had only managed to make follow-ups in the classroom but did not employ the technique after the lesson when they could have adequate time for making individual corrections and homework.

The presentation therefore, indicates there was an existing relationship between the teaching strategies employed in classroom management and the follow-up activities in secondary schools. For example, based on the collected data, it was obvious that the S2 school was highly employing the follow-up activity among the classroom teaching strategies compared to S1, S3, and S4 consecutively.

CONCLUSION AND RECOMMENDATIONS

There were several classroom management activities employed by secondary teachers in public schools that had impacts on students' academic performance. Some of them were effective, while others were ineffective in classroom management due to some reasons, including education levels among teachers, individual differences among teachers, teachers' pedagogical skills, resources available in a particular school, and high enrolment made in schools under inadequate facilities. The collected data shows that when effective classroom management activities are used, students' academic performance in secondary schools will be improved and when ineffective classroom management activities are used, students' academic performance will be lowered. Hence, improvements should be made to the current context so as to raise the performance of the majority of government schools. Suggestions for further studies based on the study findings and presentation, the following recommendations were made for the improvements;

- Teachers need to employ effective management practices in their classrooms; hence there should be adequate teaching and learning resources

- There should be in-service training to improve teachers' knowledge and skills for effective utilization of the available school resources for the betterment of school performance

- The classroom should have enough facilities like desks and chairs to accommodate the available population

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

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