

Library and Information Science Lecturers' Classroom Management Strategies and Students' Academic Performance in Higher Institutions in Imo State, Nigeria

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Abstract: *The purpose of the study was to determine the Library and Information Science Lecturers' Classroom Management Strategies and Students' Academic Performance in Higher Institutions in Imo State, Nigeria. Two research questions and two hypotheses were formulated and used for the study. Correlation research design was adopted and used for the study. The study was carried out in Imo State. The instrument for the study was validated by two experts. The population of the study comprised 595 students while the sample size of the study comprised 398; representing 65% of the population. The instrument for the study was a questionnaire titled, Classroom Management Strategies and Academic Achievement Questionnaire' (CMSAAQ). The instrument was validated by two experts; the reliability of the instrument was tested. The researcher employed the services of two research assistants that assisted in the administration and retrieval of the instrument. Mean and Standard deviation were used to answer the research questions, while the hypotheses were tested using Pearson's Product Moment Correction Coefficient at 0.05 level of significance. Based on the analysis, it revealed that effective classroom communication adopted by LIS Lecturers influences students' academic performance in higher institutions of learning in Imo State, Nigeria and that there is no significant relationship between classroom discipline adopted by LIS Lecturers and students' academic performance in higher institutions of learning in Imo State, Nigeria. It was finally recommended that Library and Information Science lecturers should acquire the needed classroom management strategies as propel students' academic performance, Library and Information Science lecturers should also acquire the needed classroom discipline skills so as to enhance students' academic performance and that Library and Information Science Lecturers should be supervised on the level of the afore-stated strategies for Students' Academic Performance in Higher Institutions in Imo State, Nigeria*

Keywords: Library and Information Science, Classroom Management, Strategies, Students, Academic Performance, Imo State, Nigeria

1. Introduction

The classroom is generally seen as a meeting point for both teachers and students where all academic activities take place. It is characterized by a network of interpersonal relationships directed at the attainment of educational goals. Oyira (2006) saw this reciprocal relationship as the reciprocal behaviour that occurs between individuals such as exchange of information, exchange of expression and mutual activities. Thus, a good classroom environment enhances desirable behaviour and students' attitude for enhanced academic performance.

Classroom management plays a major role in students' academic achievement. Oyira (2006) submitted that it is a prerequisite for achieving instructional objectives and safe guarding the wellbeing of students for whom the teaching and learning activities are centred. Oliver & Reschly (2007) stated that classroom management is a factor that influences academic performance. In this regard, classroom management refers to preventing disruptive behavior so as to improve academic performance. Academic performance denotes the ability of students to study, remember facts and be able to communicate their knowledge verbally or through writing. Closely related to this definition is the fact that meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by the students. A well-managed classroom provides an environment in which teaching and learning can flourish (Marzano, 2003). Marzano concluded that safe and orderly environment protects students from

physical or psychological harm and maintains order for learning to take place. To protect students from harm requires the adoption of some strategies by the teachers. Hence, classroom management strategies refers to tactics adopted by the teachers in ensuring decorum in the classroom vis-a-vis promotion of healthy and conducive atmosphere for learning. Apart from interrupting learning environments, Oliver & Reschly (2007) observed that disruptive behaviour by a few students could have negative effects on teachers' instruction, which can lead to other students joining in and causing students to question the abilities of their teachers. Since classroom management entails an umbrella of definitions that encompasses learning interactions, learning, and the behaviour of students, Walker (2009) affirmed that best teachers don't teach content but teach people.

To affectively teach these people (students), Marzano (2003) explained that the teachers need to employ effective behavioural management strategies, implement effective instructional strategies, and develop a strong curriculum. In managing the instruction in the classroom, a teacher's most significant challenge is also managing the behaviour of students in the classroom because of how it can affect instruction, learning and achievement. Research has also shown that when students with behavioural issues are not adequately handled, they can negatively influence the learning environment by persuading others to join them, which cause teacher's effectiveness to be questioned, causing an increased stress for the teacher (Oliver & Reschly, 2007). This implies that the adverse effect of

students' disruptive behaviour does not only affect the students involved in the act, but every other student in the class. It further shows that students' achievement can be affected in such schools where discipline and behavioural issues are not appropriately handled.

Consequently, classroom management involves a decent classroom environment, appropriate standards of behaviours for students, effective management of daily routines as well as instructions and students' engagement in classroom activities throughout the lessons. Omenka and Otor (2015) maintained that emphasis on classroom management is dependent on such components as; engaging curriculum, the teacher as a role model, students as responsible citizens, classroom management skills, robust instruction and working with resistance, conflict and stress. The neglect of each of these components will obviously result to poor students' academic performance. This invariably suggests that classroom management is an integral part of effective teaching which determines behaviour problems through good planning, organizing and managing of classroom activities, good presentation of instructional materials, and good teacher-students' interaction aiming at increasing students involvement and co-operation in learning to ensuring high academic performance. Wisetrinthong, Sirisuthi & Weangasamoot (2002) specified that classroom management is the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn, control and supervision throughout the school to facilitate, encourage cooperation in teaching and learning activities in the classroom so as to improve the quality of students' performance.

Several schemes are involved in classroom management. Omenka & Otor (2015) observed that crucial things that come to mind while discussing classroom management are maintenance of discipline, control and motivational teaching methods, leadership styles, use of instructional materials and communication. With regard to classroom discipline, Ada (2004) saw it as a function of the interaction between teachers and students that bring about self-control and respect for authority. Thus, in a bid to control indiscipline and noise making, careful management of the classroom becomes of vital importance. Thus discipline can be identified through the use of lesson plans, learning activities, code of conduct, communicating to parents and through group works (Canter, 2006). No wonder, positive discipline according to Mabeba and Prinsloo (2000) is meant to build the learners' self-esteem and enables them to cooperate and participate in the classroom and consequently assume responsibility for what happens.

According to Akpakwu (2003), classroom management is the orderly control of the learners, teaching materials and teaching aids in order to obtain the desired objectives. This definition underscores the fact that classroom management denotes a process of arranging the classroom environment and its physical structure under the laws in order to satisfy the expectations of educational system. It is the process of creating favourable conditions to facilitate instructions as well as that of regulating social behaviour of students. Brophy (2006) supported this assertion that classroom

management refers to actions taken to create and maintain a learning environment conducive to successful instruction such as arranging the physical environment, establishing, rules and procedures, maintaining student's attention to lessons and engagement in activities

2. Statement of the Problem

It is quite obvious from the background that the appropriate use of classroom management strategies will help in the realization of the objectives of education. These strategies range from effective communication, use of reinforcement reward, stimulating classroom environment, innovative teaching/instructional method, methods of assessment to teachers' experience. There are two aspects of classroom management; instructional management and behavioural management. Instructional management entails such aspects as monitoring, structuring of the daily routines as well as students practice and participatory approaches to instruction. Behavioural management on the other hand denotes the general daily maintenance of the classroom, which includes classroom rules for student input during instructional time and the types of reward systems utilized.

A cursory look at classroom management indicates that they are directed at promoting students' academic achievement. More so, if higher institutions within the context of this study were striving to develop students who can be successful and can attain academic achievement, then classroom management strategies need to be studied as to determine which method is more effective for the promotion of students' academic achievement. Similarly, since it is also obvious that teachers' use of classroom management strategies may either have a positive or negative impact on the students there is therefore need to conduct a study that will investigate the strategies that are capable of promoting students' academic achievement. The problem of this study therefore is to determine the extent to which classroom management strategies influence academic performance in higher institutions in Imo State, Nigeria.

3. Purpose of the Study

The purpose of this study was to determine the Library and Information Science Lecturers' Classroom Management Strategies and Students' Academic Performance in Higher Institutions in Imo State, Nigeria. Specifically, the study sought to:

- 1) Determine the extent to which effective classroom communication as a classroom management strategy is adopted by LIS Lecturers for students' academic performance in higher institutions of learning in Imo State, Nigeria.
- 2) Determine the extent to which classroom discipline as a classroom management strategy is adopted by LIS Lecturers for students' academic performance in higher institutions of learning in Imo State, Nigeria.

Research Questions

The following research questions guided study

- 1) To what extent does effective classroom communication adopted by LIS lecturers influence

students' academic performance in higher institutions of learning in Imo State, Nigeria?

- 2) To what extent does classroom discipline adopted by LIS Lecturers influence students' academic performance in higher institutions of learning in Imo State, Nigeria?

Hypotheses

The hypotheses of this study were tested at 0.05 level of significance.

Ho₁: There is no significant relationship between effective classroom communication as a

classroom management strategy adopted by LIS Lecturers and students' academic performance in higher institutions of learning in Imo State, Nigeria.

Ho₂: There is no significant relationship between classroom disciplines adopted by LIS lecturers and students' academic performance in higher institutions of learning in Imo State, Nigeria.

4. Literature Review

The use of appropriate strategy for effective classroom management calls for the introduction of different strategies. These strategies help in the creation of an environment capable of promoting teachers-students relationship as well as regulate students' behaviour. It is therefore important to distinguish between preventive and reactive classroom management strategies. Classroom management strategies are said to be preventive if rules and procedures that favour teacher-student relationships are established, but reactive when disciplinary interventions such as giving warnings or punishment are considered. However, Marzano (2003) asserted that preventive strategies are more effective than reactive strategies. The author noted that reactive strategies are sometimes needed to reduce disruptive or other undesired students' behaviour, while preventive strategies do not work. This is because effective management of the whole population is a prerequisite for dealing with students requiring additional behavioural support (Swinson, Woof & Melling, 2003).

Mwaniki (2012) indicated that classroom management refers to preventing disruptive behaviour so as to improve academic performance. Thus academic performance is the ability of students to study or remember fact and be able to communicate their knowledge verbally or through writing. Hence, to instill class discipline, teachers introduce class rules early enough and ensure the students understood them all. Rules are aimed at establishing the expected behaviours, worthy to be re-enforced and the consequences for inappropriate behaviours. The use of rules according to Levin & Nolan (2010) is a powerful, preventive component of classroom organization and management plans. To this end, Canter (2006) advocated the use of lesson plans, learning activities, a code of conduct (rules and routines) communicating to parents through group works as class discipline that are identified. Emmer & Stough (2001) identified praising, giving a token and signing behaviour contract with students with behavior problems as strategies that promote good use of routine. It is not surprising that positive discipline builds a learner's self-esteem and enables them to cooperate and participate in the classroom and

consequently assume responsibility for what happens (Mabeba & Prinsloo, 2000). Classroom management strategies work to keep the students engaged, connected on task as much as possible and therefore less likely to be disruptive or exhibit challenging behaviours during class time. Some of these strategies are articulated as follows;

- a) **Create a Management plan:** This is a short activity crucial in describing how the classroom functions.
- b) **Understand the power of day one:** Day one is the first day a teacher is in the classroom with the students. It is the most important day the teacher spends with students as he sets the tone for the classroom as well as rules and class norms.
- c) **Effective classroom communication:** This strategy recognizes the importance of flow of information from the teachers to students as well as students to students. It promotes understanding of every party in the classroom and thus facilitates teaching-learning process.
- d) **Classroom discipline:** Effective classroom discipline helps to cut down undisciplined problems leaving the classroom with fewer interruptions and disruptions. Canter (2006) advocated cooperative discipline where the teachers and students work together to make decision. He added that teachers should come up with a code of conduct that shows how students should behave and not how they should not behave.
- e) **Application of instructional resources:** Cohen (2008) noted that the frequency in the use of specified instructional technique such as co-operative learning group, inquiry-based activities, students' laid discussion and open ended assessment techniques promote development of cognitive skills and processes and consequently academic achievement. The application of instructional resources allows for participation of learners, vis-à-vis, students high academic. It is to this end that Adikinyi (2007) opined that teachers should make creative use of available learning resources and at the same time, improvise other learning resources.

5. Methodology

The study adopted descriptive research design. This study was carried out in Imo State, Nigeria. The population of the study comprised 595 LIS students from the three higher institutions of learning in Imo State; namely Imo State University, Alvan Ikoku College of Education and Federal University of Technology; all located in Owerri. The sample size for the study comprised 398 respondents. This sample size represents 65% of the population. The stratified random sampling technique was used in selecting the students from each stratum. The instrument used for the study was a questionnaire titled, Classroom Management Strategies and Academic Achievement Questionnaire' (CMSAAQ). The instrument was validated by two experts. These questionnaire items were reviewed by these experts in terms of language construction, sequence, suitability of the ideas and adequacy of content. They made the necessary corrections which helped to ensure the face and content validities of the instrument. The instrument was trial tested with a sample of 30 respondents from 3 higher institutions of learning in Rivers State, outside the study area. The reliability index of 0.87 was obtained using Cronbach alpha

statistics. This value was high and reliable for the study. The 398 copies of the questionnaire were administered by the researcher with the aid of two (2) trained research assistants to ensure a high rate of return. These assistants were taught on explaining some words that may appear vague. Completed copies of questionnaire were retrieved within a period of one week. Data collected from the respondents were analyzed using Mean and Standard deviation to answer the research questions, while the hypotheses were tested using Z-test. The decision rule will be to reject the null hypotheses where the calculated value of Z, is greater than the Tabulated value of Z. (Z- Tabulated) the null hypotheses will be retained where the calculated value of Z is less than the Table Value.

6. Result

Research Question 1

To what extent does effective classroom communication adopted by LIS lecturers influence students' academic performance in higher institutions of learning in Imo State, Nigeria?

Table 1: Effective classroom communication adopted by teachers influence the students' academic performance N=398

S/No.	Items	Mean	S/D	Decision
1.	Students have better understanding of lessons taught	3.19	0.95	High Extent
2.	Students unrest in the classroom is reduced	3.04	0.93	High Extent
3.	Students pass examination with good grades	3.42	0.7	High Extent
4.	Students develop good communication skills	3.22	0.97	High Extent
5.	students effectively communicate with the Lecturer	3.27	0.96	High Extent
	Grand Mean & S/D	3.23	0.90	High Extent

Researcher's field Work, 2018

Table 1 shows the analysis of data (Mean and Standard deviation) gathered from the respondents on the extent to which effective classroom communication adopted by LIS Lecturers influence students' academic performance in higher institutions of learning in Imo State, Nigeria.

The result revealed that students have better understanding of lessons taught (3.19), students unrest in the classroom is reduced (3.04), students pass examination with good grades (3.42), students develop good communication skills (3.22) and students effectively communicate with the Lecturer (3.27). The result shows that effective classroom communication adopted by LIS Lecturers influence students' academic performance in higher institutions of learning in Imo State, Nigeria to a High Extent.

Research Question 2

To what extent does classroom discipline adopted by LIS Lecturers influence students' academic performance in higher institutions of learning in Imo State, Nigeria?

Table 2: Mean rating and standard deviation on the classroom discipline adopted by teachers influence the academic performance, N=398

S/N	Items	Mean	S/D	Decision
1.	Students develop good character to learning	3.05	1.02	High Extent
2.	Students create conducive classroom learning atmosphere	3.11	0.92	High Extent
3.	Students formation of audience' good behaviour is enhanced	2.79	1.95	High Extent
4.	Reduced conflict amongst students in the classroom	3.23	0.89	High Extent
5.	Create peaceful classroom condition for effective teaching-learning environment	2.96	0.91	High Extent
	Grand Mean & S/D	3.03	1.14	High Extent

Researcher's Field Work, 2018

Table 2 revealed the respondents' opinion on how the classroom discipline adopted by LIS lecturers influence students' academic performance in higher institutions of learning in Imo State. The findings revealed that students develop good character to learning (3.05), students create conducive classroom learning atmosphere (3.11), students formation of audience' good behaviour is enhanced (2.79); reduces conflict amongst students in the classroom (3.23) and creates peaceful classroom condition for effective teaching-learning environment (2.96). The result shows that effective discipline adopted by LIS lecturers influence students' academic performance in higher institutions of learning in Imo State, Nigeria is to **High Extent**.

Hypothesis 1

Ho₁ There is no significant relationship between effective classroom communication as a classroom management strategy adopted by LIS lecturers and students' academic performance in higher institutions of learning in Imo State, Nigeria.

Table 3: Z-test analysis on the effective classroom communication as a classroom management strategy adopted by LIS Lecturers and students' academic performance

Groups	Mean	SD	N	P	Z-cal	Z-crit	Decision
Males	3.26	0.89	172				
				0.05	0.77	1.96	Accepted
Females	3.19	0.91	226				

Table 3 presents the test of hypothesis with z-test statistical tool. From the table, the comparison of the means (3.26 and 3.19), and standard deviations (0.89 and 0.91) of both groups was made at 0.05 level of significance. Thus, the calculated value of Z yielded 0.77, against the critical level of 1.96. Since the Z-cal is lesser than the Z-crit, the hypothesis is therefore accepted. This implies that there is no significant relationship in the mean ratings of male and female LIS students on the extent to which effective classroom communication influences students' academic performance in higher institutions of learning in Imo State, Nigeria.

Hypothesis 2

There is no significant relationship between classroom discipline adopted by LIS Lecturers and students' academic performance in higher institutions of learning in Imo State, Nigeria.

Table 3: Z-test analysis on the classroom discipline as a classroom management strategy adopted by LIS Lecturers and students' academic performance

Groups	Mean	SD	N	P	Z-cal	Z-crit	Decision
Males	2.98	0.94	172				
				0.05	0.94	1.96	Accepted
Females	3.07	0.95	226				

Table 4 reveals the z-test analysis on the classroom discipline adopted by LIS Lecturers and students' academic performance in higher institutions of learning in Imo State, Nigeria. The table shows that male respondents have Mean and Standard deviation scores of 2.98 and 0.94 respectively, whereas female respondents have 3.07 and 0.95. Testing the hypothesis at 0.05 level of significance, the Z-calculated value (0.94) and Z-critical value (1.96) were obtained. Since the obtained Z-cal (0.94) is less than Z-critical (1.96), the null hypothesis is hence accepted. This implies that there is no significant relationship between classroom discipline adopted by LIS Lecturers and students' academic performance in higher institutions of learning in Imo State, Nigeria.

7. Discussion of Findings

The result on the Library and Information Science Lecturers' Classroom Management Strategies and Students' Academic Performance in Higher Institutions in Imo State, Nigeria. The study revealed that Students have better understanding of lessons taught, Students unrest in the classroom is reduced, Students pass examination with good grades, Students develop good communication skills and that students effectively communicates with the Lecturer. The findings is in conformity with Akpakwu (2003), who stated that classroom management is the orderly control of the learners, teaching materials and teaching aids in order to obtain the desired objectives. Mwaniki (2012) also indicated that classroom management refers to preventing disruptive behaviour so as to improve academic performance. Thus academic performance is the ability of students to study or remember fact and be able to communicate their knowledge verbally or through writing.

The study also revealed that Students develop good character to learning, Students create conducive classroom learning atmosphere, Students formation of audience' good behaviour is enhanced, Reduced conflict amongst students in the classroom, Create peaceful classroom condition for effective teaching-learning environment. Canter (2006) advocated cooperative discipline where the teachers and students work together to make decision. He added that teachers should come up with a code of conduct that shows how students should behave and not how they should not behave.

8. Conclusion

Classroom management strategies are tools that the teachers use to help create such an environment ranging from activities to improve teacher-student interactions to rules to regulate student behaviour. Some of these strategies are effective communication of teachers in the classroom, the use of reinforcement and reward, innovative teaching methods, classroom arrangement, method of assessment, instructional method; and stimulating classroom environment among others. Hence, Emmer & Stough (2001) reported that the ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. They added that the use of a variety of teaching methods and involving students to numerous learning activities, physical class arrangement that allows a teacher to access students, efficient use of class time and ensuring that students interact positively during cooperative learning activities are among models to restructure a good classroom environment.

9. Recommendations

Based on the findings of this study, the following recommendations were made:

- 1) Library and Information Science lecturers should acquire the needed classroom management strategies so as to propel students' academic performance.
- 2) Library and Information Science lecturers should also acquire the needed classroom disciplinary skills in order to enhance students' academic performance.
- 3) Library and Information Science Lecturers should be supervised on the level of the afore-stated strategies for Students' Academic Performance in Higher Institutions in Imo State, Nigeria.

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