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TEACHERS' WORKPLACE PRACTICES PROMOTING EFFECTIVE CLASSROOM MANAGEMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

Akudo, Florence U. (Ph.D.)
Department Of Educational Management and Policy
Faculty Of Education
Nnamdi Azikiwe University, Awka, Anambra State
Mobile Phone N0.**:** 08036661864; Email: makudos@yahoo.com

ABSTRACT

The poor capabilities and inability of many teachers to deploy professional practices which promotes effective classroom management in order to create conducive learning environment in secondary schools in Anambra State, was the reason for conducting this study. This study investigated teachers' workplace practices promoting effective classroom management in secondary schools in Anambra State. Two research questions guided the study. The descriptive survey research design was employed in the study. Population for the study comprised 5,674 teachers from 259 public secondary schools in the 6 education zones in Anambra State. Sample size of the study constituted of 851 (15 percent) teachers from 207 (80 percent) public secondary schools in the 6 education zones selected using the stratified random sampling technique. A 41-item researcher-developed questionnaire structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data collection. The instrument was titled "Teachers Workplace Practices Promoting Effective Classroom Management Questionnaire (TWPPECMQ)". The TWPPECMQ was face validated by three experts from the Department of Educational Management and Policy, and one Measurement and Evaluation expert from the Department of Educational Foundations, Nnamdi Azikiwe University, Awka. Reliability of the research instrument was established through a pilot-test carried out once on a single administration sampling 20 teachers in some selected 4 public secondary schools in Enugu State. Data collated after the pilot test were measured using Cronbach Alpha statistics which gave internal consistency reliability coefficient r-value of 0.77. Data collated were analyzed using mean scores rated at 2.50 and standard deviation statistics. Findings of the study revealed that teachers' communication practices and instructional leadership practices promoted effective classroom management in secondary schools in Anambra State. Based on these findings, the study recommended among others that; school administrators and educational authorities like the Post Primary Schools Service Commission (PPSSC) should provide continuous enhanced professional development programmes focusing on advanced communication skills, instructional leadership, positive reinforcement, conflict resolutions, and proactive behaviour management, that will assist teachers in promoting effective classroom management practices.

Keywords: Teachers, Workplace, Practices, Promoting, Effective, Classroom, Management

Introduction

Teachers are one of the important human resources in education. They stand at the forefront of every study learning. Teachers constitute an important factor in the implementation of the curriculum in the classroom; and they are very useful when it comes to the implementation of any education policy in the school. Hence, without the presence of teachers in the school, effective teaching and learning cannot take place. Eke (2023) opined that, teachers the place of the teachers in controlling the tempo of change and development cannot be over-estimated. The quality of teachers is known to be a key predictor of students' performance.

Considering the vital role of teacher in both the classroom and society, it can be asserted that, for the welfare of pupils, students, youth and society as well, there is need for quality teaching to be established, improved and maintained. The main function of teachers is to educate students in the classroom and to monitor their academic performances for high achievements. The quality of teachers work in a specific educational system helps in the attainment of positive learning outcomes in schools (Eke, 2023). Thus, quality education can be made possible through effective teaching and learning in the classroom. It is therefore, pertinent that teachers control their classroom employing good workplace practices that will promote effective classroom management. Teachers' classroom management as conceived in this study are those techniques, practices and methodologies employed by the teacher in order to promote students' learning and achieve their instructional objectives. These practices and techniques employed by teachers are directed towards improving the quality of classroom management and instructions to enable students grow academically (Eke, 2023). Classroom management refers to the teachers' ability to plan, organize, coordinate and control classroom activities in order to achieve educational goals and objectives. Alberto and Troutman (2010) opined that classroom management comprises the teacher's capacity to cooperatively manage time, space, resources, students' responsibilities, and behaviours to create an environment that promotes learning. According to Orakwue and Ajaegbo (2020), classroom management refers to the way in which a teacher or instructor sets up the classroom so that students can learn most efficiently and effectively. Setting up the classroom can mean both physically and how the teacher structures the day-to-day activities. Nwankwo, Omebe and Anikeze (2019) saw classroom management as the process of efficiently and effectively organizing the classroom so that learning objectives can be achieved. It can be described as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students and lessons that make up a curriculum or programme of studies and covenant management organized, orderly, focused, attentive, on task, and academically productive during a class (The Glossary of Education Reform, 2014).

Selvaraj, Anbalagan, Joshi, Krishinan and Azlin (2015) posited that classroom management consists of conduct management – which refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom; content management – which is related to teachers managing the space, materials, equipment, and the movement - this focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom. Besides, management, according to Ogbonnaya (2014), is the coordination of an organization's resources through the act of planning, organizing, directing, and managing all energies aimed at accomplishing organizational goals. Management also includes the act of running or controlling anything, as well as, the ability to deal with people or situations in any way (Adeyemo, 2012). In support of Evertson and Weinstein, Nwankwo, Omebe and Anikeze (2019) stated that a good classroom manager is able to prevent undesirable classroom behavior and thereby foster desirable behavior. One of the main objectives of a teacher in higher institution of learning is to impart useful knowledge to his or her students in order to enhance their moral, physical, emotional, spiritual and intellectual elements. From all the above discussions, teachers' effective classroom management has a lot of benefits which includes: providing a conducive climate, atmosphere and learning environment for students' learning, creating opportunities for meaningful teaching and learning, fostering attainment of both instructional and educational goals, among others.

For Nwankwo et al (2019) and Nwankwoala (2021) effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos. Likewise, ineffectively managed classrooms have boredom and failure in achievement of educational goals as their characteristics. In essence, organizing the classroom efficiently and effectively for positive learning outcome is largely dependent on the ability of the teachers. Biodun cited in Nwankwo et al (2019) stated that good classroom management helps to prevent unnecessary discipline problems by students in the classroom and promotes good behaviour and better academic results. From a pedagogical standpoint, teaching and learning can only occur in an orderly classroom. Orderliness here does not only imply quiet or rigid classroom but it refers to classroom whose activities indicate engaging students in meaningful learning. The teacher does this by adopting some workplace practices. Therefore, school teachers are expected to continuously innovate their classroom practices and management using effective workplace practices in order to maintain their educational quality (Serdyukov, 2017). Workplace practices as applicable to teachers' classroom management as described within the context of this study are skills applied by teachers to organize, control, coordinate and manage activities going on inside the classroom. In the same vein, Nwachukwu and Uzokife (2022) and Nwankwo et al (2019) opined that teachers' workplace practices are several strategies and techniques applicable to effective classroom management. They can also be referred to as those measures, strategies and practices employed by teachers to maintain decorum in the classroom and, as a result, establish a healthy and conducive learning environment for achievement of educational objectives (Nwachukwu & Uzokife, 2022). When strategies are executed effectively, teachers minimize the deviant and unruly behaviours that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitate or enhance learning.

Generally speaking, effective teachers tend to display strong classroom-management skills and practices, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention (The Glossary of Education Reform, 2014). For Qandle (2023), effective workplace practices contribute to a positive work culture, employee engagement, productivity, encourages socialization, and organizational success and sustainability. It goes beyond technical competencies and encompasses the interpersonal skills, attitudes, and attributes that support effective job performance and collaboration within the workplace. Workplace practices are often considered when evaluating teachers' performance, providing feedback, and making decisions related to students learning. Simhon (2023) opined that teachers' workplace practices can impact several things in the classroom, whereby, it influences the quality of work in the teacher classroom management. Teachers who display positive work practices may be putting more effort into their work. This will improve job performance and students learning for high academic achievements. Workplace practices affects the bottom line. When teachers go above and beyond and display positive practices such as good instructional leadership and communication practices, they can be more productive and get work done in the classroom (Simhon, 2023). Therefore, effective classroom management is critical for creating a conducive learning environment using teachers work practices. Teachers employ various workplace practices to ensure that their classrooms run smoothly and efficiently. These practices can be categorized into several key types, each contributing to overall classroom management. Essentially, certain teachers' workplace practices are a critical factor in fostering effective classroom management for a conducive learning environment, particularly in secondary schools. These practices essential for

effective classroom management as indicated by Cameron and Pierce (2021), Darling-Hammond, Hyler and Gardner (2017), Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2017), Emmer and Sabornie (2014), Jones and Jones (2012), Gay (2018), Hallinger (2018), Marzano (2017), Morrison (2020), Simonsen and Myers (2021), Tomlinson (2014), Tomlinson and Imbeau (2010) includes the following: communication practices, instructional leadership practices, positive reinforcement practices, conflict resolution practices, proactive behaviour management practices, social-emotional learning (SEL) practices, cultural competence practices, professional development and collaboration, classroom organization and planning, effective time management, emotional intelligence, classroom assessment skills, adaptability and flexibility, among others. In Anambra State, Nigeria, these workplace practices could be applied by teachers to significantly contribute to achieving educational goals and objectives. For effective classroom management teachers must exhibit a range of workplace practices that promote positive relationships, clear expectations, proactive organization, effective communication, positive reinforcement, conflict resolution, and ongoing professional development. By cultivating these practices, teachers contribute to creating a conducive learning environment conducive for academic success and student well-being in secondary schools. This study thus, explored the multifaceted practices employed by teachers in Anambra State to promote effective classroom management. The discussion is organized around two key practices of: communication, and instructional leadership.

Teachers' effective communication practices is foundational to classroom management. Teachers in secondary schools in Anambra State should be able to utilize a range of communication strategies to establish and maintain an orderly classroom environment. Clear instructions, active listening, and constructive feedback are essential components. These practices not only facilitate understanding and engagement but also help in preempting and addressing potential disruptions. Jones and Jones (2012) highlighting the importance of communication stated that positive communication, both verbal and non-verbal, plays a significant role in classroom management. Smiling, maintaining eye contact, using a calm tone of voice, and offering praise for good behaviour and academic achievements encourage a positive classroom atmosphere. Such practices help in reducing anxiety and promoting a sense of safety and belonging among students. Likewise, encouraging students to express their thoughts and concerns openly helps in building a collaborative classroom environment. Open dialogue allows teachers to address issues before they escalate and to understand the root causes of certain behaviours. This practice also empowers students to take responsibility for their actions and to participate actively in creating a positive classroom culture (Jones & Jones, 2012). Teachers must communicate expectations, rules, and procedures clearly to prevent misunderstandings and ensure that students are aware of what is expected of them (Marzano, 2017). Teachers' instructional leadership practices involve guiding and motivating students towards academic and behavioural excellence. In Anambra State, teachers need to demonstrate instructional leadership by setting high expectations for students, providing clear objectives, providing adequate instructional resources, monitoring students' academic progress, achieving instructional objectives, adequate preparation of lessons and employing diverse teaching methodologies. Such leadership ensures that students are consistently engaged and focused, thereby minimizing opportunities for disruptive behaviour. Teachers therefore, act as leaders by modeling desired behaviours, giving continuous feedback, and encouraging student autonomy. This instructional leadership practice fosters an environment where students are motivated and engaged in learning (Hallinger, 2018). Tomlinson and Imbeau (2010)

observed that application of instructional leadership practices such as: setting high expectations, providing clear learning objectives, modelling desired behaviour, providing adequate feedback, encouraging student autonomy, and building a collaborative learning environment where students work together towards common goals, would foster a sense of community and mutual respect. Continuous feedback on both academic performance and behaviour helps students understand their progress and areas needing improvement. Constructive feedback, coupled with support and guidance, motivates students to strive for better performance and adhere to behavioural expectations. This practice ensures that students feel supported and understood, reducing behavioural issues (Tomlinson & Imbeau, 2010).

The effectiveness of classroom management in secondary schools in Anambra State is significantly enhanced by teachers' strategic workplace practices. Through effective communication, instructional leadership, positive reinforcement, conflict resolution, and proactive behaviour management, teachers are able to create and sustain a productive learning environment. These practices not only improve students' behaviour and academic performance but also contribute to the overall educational experience. Never minding the relevance of these workplace practices in promoting effective classroom management, yet, many teachers seem not to apply them in the classroom. Researcher's personal observations shows that many secondary schools in Anambra State seem not to have settled learning environment. In such schools with unsettled learning environment, they are faced with such challenges like disciplinary problems, students' unrest and disruption of academic activities, including, conflicts, and general classroom disorder are also prevalent issues in such schools. These challenges undermine educational outcomes, student engagement, and overall school climate; therefore, making it almost impossible for quality teaching and learning to take place. Although, the teachers in these secondary schools are qualified to teach, yet, many cannot manage their classrooms efficiently and effectively. Unachukwu and Osunka (2014) complaining about the poor quality of teaching and learning in schools which seem to be attributed to ineffective classroom management, observed that teachers in most secondary schools in Nigeria, Anambra State inclusive, complained that one of the challenges they encounter in the course of their profession is classroom management and its worrying consequences on quality education. The teachers are observed to use punishment more often in the classrooms than positive reinforcement and rewards, thereby making students to be afraid of them rather than respect them. Also, students in classrooms sleep while classes are on, make noise, move in and out of the classroom, fight, and chew gum, among other vices in the presence of the teacher in the classroom. With this scenario, misbehavior and poor performance becomes the order of the day in most schools. The concern for quality teaching and learning has been at the core of the motivating forces for reforms in education, secondary schools inclusive. This implies that quality teaching focuses on enhancing and improving the processes of teaching and learning in order to produce students who are worthy in character and in academics. This means that the learning environment in secondary schools in Nigeria and in Anambra State, must be conducive and safe enough for quality teaching and learning to take place. Parents and students are often seen complaining about the classroom activities of the teachers in secondary schools. Teachers on the other hand complain of students' inattentiveness, disruptive behaviour and lack of cooperation among others. This seems to be the case in secondary schools in Anambra State. Teachers in the State often complain that one of the challenges they face in carrying out their duties as teachers is how to manage their classes that are most times over populated and lack sufficient learning and teaching resources which are all obstacles to effective

classroom instruction for quality teaching. The effect of this is that the students are constantly sent out of the classrooms, punished, suspended and sometimes expelled from school. As a result of this, indiscipline among students abound and quality teaching and learning hindered (Unachukwu & Osunka, 2014). The need for the classroom teachers to possess the necessary skills and to a great extent use them to manage instruction and behaviour in secondary schools for quality teaching seem to be neglected. Many schools in Nigeria today are characterized by so many classroom challenges that must be carefully handled by the classroom teachers for quality teaching and learning to take place. Several empirical studies like those of Akosubo-Ogori, Nwankwo & Nweke (2020), Akudo (2020), Asiyai (2011), Eze, Nwankwo and Umeobi (2020), Idu (2012), Mbonu, Chukwu, Anyaeji and Oshia (2022), Nwachukwu and Uzokife (2022), Nwankwo, Omebe and Anikeze (2019), Nwankwoala (2021), Orakwue and Ajaegbo (2020), Wigwe (2013) and Unachukwu and Osunka (2014) have been conducted in different aspects of teachers practices and classroom management, but all these studies reviewed have their own mix, differences, shortcomings and findings, therefore, warranting the researcher to understudy teachers' workplace practices promoting effective classroom management in secondary schools in Anambra State.

Statement of the Problem

Adopting efficient practices promotes effective classroom management which is crucial for creating an optimal learning environment where students can thrive academically, socially, and emotionally. In secondary schools in Anambra State, in any educational setting, teachers need to apply a wide range of varieties of workplace skills and practices in order to promote effective classroom management practices. Effective classroom management supported with good practices is however, a cornerstone of successful teaching and learning, for attainment of both classroom instructional objectives and educational goals in secondary schools. Despite the recognized importance of this aspect of education, many schools in Anambra State continue to struggle with maintaining orderly and conducive learning environments. Preliminary observations and anecdotal evidence suggest that disruptions, conflicts, corrupt practices, gross misconducts and malpractices, indiscipline, and general classroom disorder are prevalent issues in the secondary schools. These challenges undermine educational outcomes, student engagements, and overall school climate. Existing studies on workplace practices and classroom management have predominantly focused on developed regions, leaving a gap in understanding the specific practices and challenges faced by teachers in Anambra State. Furthermore, while there is general literature on classroom management techniques and practices, still, there is a lack of localized research that explores how teachers in secondary schools in Anambra State specifically implement such workplace practices as: communication, and instructional leadership practices to promote effective classroom management. This study therefore, aimed to fill this gap by providing a comprehensive analysis of the workplace practices employed by secondary school teachers in Anambra State to promote effective classroom management. By doing so, the study sought to offer actionable insights and strategies tailored to the unique educational context of the region, that is, Anambra State. The study would not only contribute to the academic discourse on teachers' workplace practices and effective classroom management but also provide practical guidelines that can be adopted by school administrators, educators, teachers and policymakers to provide, improve and promote a conducive learning environment in secondary schools across Anambra State. The problem of this study is thus, to determine teachers' workplace practices promoting effective classroom management in secondary schools in Anambra State.

Purpose of the Study

The purpose of this study was to assess teachers' workplace practices promoting effective classroom management in secondary schools in Anambra State. Specific objectives of the study sought to determine:

1. Teachers' communication practices promoting effective classroom management in secondary schools in Anambra State.
2. Teachers' instructional leadership practices promoting effective classroom management in secondary schools in Anambra State.

Research Questions

The following research questions guided this study:

1. What are the teachers' communication practices promoting effective classroom management in secondary schools in Anambra State?
2. What are the teachers' instructional leadership practices promoting effective classroom management in secondary schools in Anambra State?

Method

The descriptive survey research design was employed in the study. This design was used to collect data from a sample of public secondary school teachers in Anambra State from their large population using the questionnaire in order to showcase their opinions as regards to the present study. Information gathered from all the sample were analyzed with appropriate statistics of mean and standard deviation in order to conclude the study. Population for the study comprised 5,674 teachers from 259 public secondary schools in the 6 education zones in Anambra State. Justification for choosing only teachers was to enable the researcher to get the necessary information pertaining to the study. Sample size of the study constituted of 851 (15 percent) teachers from 207 (80 percent) public secondary schools in the 6 education zones selected using the stratified random sampling technique. Justification for selecting the sample of teachers and public secondary schools at 15% and 80% respectively, was as a means to enable the researcher to have controllable sample size of the teachers' population in Anambra State. The choice of sampling selection is also in line with the recommendation of Nworgu (2015) who identified that 5% to 80% of any given population is adequate for any research work. A 18-item researcher-developed questionnaire structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data collection. The instrument was titled "Teachers Workplace Practices Promoting Effective Classroom Management Questionnaire (TWPPECMQ)". Construction of the questionnaire was guided by the literature reviewed, purpose of the study and research questions. The TWPPECMQ was face validated by three experts from the Department of Educational Management and Policy, and one Measurement and Evaluation expert from the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. These experts determined the face and content validity of the research instrument. They equally made useful corrections on some of the items in the questionnaire which was incorporated before the final print out of the questionnaire. Reliability of the research instrument was established through a pilot-test carried out once on a single administration sampling 20 teachers in some selected 4 public secondary schools in Enugu State, which was not part of the study. Data collated after the pilot test were measured using Cronbach Alpha statistics which gave internal consistency reliability values of 0.67, and 0.72 for the two clusters which were added up and divided to give an overall reliability coefficient r-value of 0.77 showcasing that the questionnaire was reliable, dependable and trustworthy of collecting the necessary data from the respondents. The TWPPECMQ was distributed to the respondents by the researcher with the help of five research

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assistants who were residence from the six education zones where the sampled public secondary schools were located in Anambra State. An on-the-spot method was adopted by the researcher and the research assistants to distribute copies of the questionnaire to ensure maximum recovery of the questionnaire administered. These research assistants were equally briefed about the intention of the study likewise on how to meet with the teachers in order to collect the necessary data for the study. At first, the research assistants took permission from the principals before distributing the questionnaire to the teachers in the public secondary schools. A total of 851 copies of questionnaires were printed and distributed to the respondents (that is, teachers). All the copies of the questionnaire distributed to the respondents were recovered back by the researcher and research assistants within a period of seven working days at a return rate of 100%. Data collated were analyzed using mean scores rated at 2.50 and standard deviation statistics. The decision rule for interpreting the scores on each statement on the questionnaire was based on the mean scale, which was benchmarked on 2.50 rating. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of Agree (A), and therefore, accepted. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of Disagree (D), and therefore, not accepted.

Results

Research Question 1: What are the teachers' communication practices promoting effective classroom management in secondary schools in Anambra State?

Table 1: Mean Scores and SD Ratings of Teachers on their Communication Practices Promoting Effective Classroom Management in Secondary Schools in Anambra State

N = 851Teachers

S/N	Please give your opinion concerning the communication practices which promotes effective classroom management in your school. Teachers practices in:	SA	A	D	SD	X	SD	Decision
1.	providing clear, concise instructions help students understand what is expected of them, which controls, reduces confusion and potential disruptive behaviour in the classroom	285	391	80	95	3.02	0.94	Agree
2.	providing active listening by paying full attention to students' verbal and non-verbal communication to encourage a positive classroom atmosphere	389	303	123	36	3.23	0.85	Agree
3.	providing constructive feedback that reinforces good behaviour likewise guides students on how to improve academically, thereby, reducing frustration and disruptive behaviour in the classroom	302	319	140	90	2.98	0.97	Agree
4.	showing empathy, and responding appropriately to student needs and problems in the classroom	377	313	129	32	3.22	0.84	Agree
5.	encouraging students through open dialogue to express their thoughts and concerns openly which helps in building a collaborative classroom environment	317	324	110	100	3.01	0.99	Agree
6.	creating an orderly and supportive learning environment	384	379	40	48	3.29	0.80	Agree
7.	applying rules including clear procedures to maintain discipline in the classroom by using fair communication to ensure that students know what to expect and understand the consequences of their actions	375	311	128	37	3.20	0.85	Agree
	Overall Mean Score & SD =					**3.13**	**0.90**	**Agree**

Analysis of data from Table 1 indicated that all the items from 1 to 7 were rated above 2.50 of the criterion mean score to show the respondents (teachers) agreement with these statements. None the items were rated below 2.50 of the criterion mean score to show the respondents (teachers) disagreement with these statements. Their overall mean score and SD is 3.13 and 0.90 respectively, indicating closeness in their responses. However, this result indicated that teachers' communication practices promoted effective classroom management in secondary schools in Anambra State.

Research Question 2: What are the teachers' instructional leadership practices promoting effective classroom management in secondary schools in Anambra State?

Table 2: Mean Scores and SD Ratings of Teachers on their Instructional Leadership Practices Promoting Effective Classroom Management in Secondary Schools in Anambra State
N = 851Teachers

S/N	**Please give your opinion concerning the instructional leadership practices which promotes effective classroom management in your school.** Teachers practices in:	SA	A	D	SD	X	SD	Decision
8.	setting high expectations for both students' academic performance likewise good behaviour that can positively influence student outcomes including reinforcing students to strive for academic excellence in the classroom	314	450	37	50	3.21	0.78	Agree
9.	providing a roadmap that enable students become aware of the learning objectives for each lesson, thereby minimizing opportunities for disruptive behaviour in the classroom	380	360	66	45	3.26	0.82	Agree
10.	employing diverse teaching methodologies or techniques in order caters to the different learning styles and needs of students likewise keep students engaged and interested in the classroom	390	422	10	29	3.38	0.68	Agree
11.	providing adequate instructional materials so as to reduce the likelihood of off-task behaviour in the classroom	333	382	80	56	3.17	0.85	Agree
12.	modelling desired behaviour for students emulation which fosters a respectful and orderly classroom environment	372	366	49	64	3.23	0.86	Agree
13.	providing constructive feedback, coupled with support and guidance which motivates students to strive for better performance and adhere to behavioural expectations in the classroom	381	350	50	70	3.22	0.89	Agree
14.	encouraging students autonomy through project-based learning, student-led discussions, and decision-making opportunities in their learning to promotes a sense of ownership and responsibility in the classroom	336	398	66	51	3.20	0.82	Agree
15.	creating a collaborative learning environment where students work together towards common goals to foster a sense of community and mutual respect likewise, reduce competitive tensions in the classroom	332	362	100	57	3.14	0.87	Agree
16.	actively and constantly involving parents in students' education to improve learning in the classroom	410	392	34	15	3.41	0.65	Agree
17.	consistently supervising/monitoring students' academic progress for high achievements in the classroom	311	415	83	42	3.17	0.79	Agree
18.	employing efficient assessment procedures to evaluate students likewise resolve their learning difficulties in the classroom	412	324	63	52	3.29	0.85	Agree
	Overall Mean Score & SD =					**3.24**	**0.81**	**Agree**

Analysis of data from Table 2 indicated that all the items from 8 to 18 were rated above 2.50 of the criterion mean score to show the respondents (teachers) agreement with these statements. None the items were rated below 2.50 of the criterion mean score to show the respondents (teachers)

disagreement with these statements. Their overall mean score and SD is 3.24 and 0.81 respectively, indicating closeness in their responses. However, this result indicated that teachers' instructional leadership practices promoted effective classroom management in secondary schools in Anambra State.

Discussion of Findings

The finding of this study indicated that teachers' communication practices promoted effective classroom management in secondary schools in Anambra State. This finding included that when teachers efficiently employed such communication practices as: providing clear, concise instructions help students understand what is expected of them, which controls, reduces confusion and potential disruptive behaviour in the classroom, providing active listening by paying full attention to students' verbal and non-verbal communication to encourage a positive classroom atmosphere, providing constructive feedback that reinforces good behaviour likewise guides students on how to improve academically, thereby, reducing frustration and disruptive behaviour in the classroom, showing empathy, and responding appropriately to student needs and problems in the classroom, encouraging students through open dialogue to express their thoughts and concerns openly which helps in building a collaborative classroom environment, creating an orderly and supportive learning environment, applying rules including clear procedures to maintain discipline in the classroom by using fair communication to ensure that students know what to expect and understand the consequences of their actions; all these practices promoted effective classroom management in secondary schools in Anambra State. This finding corroborates and agrees with Akudo (2020) study which found out that the relationship between teachers' effective communication in classroom and students' motivation in learning was high and positive in secondary schools. This means that there was high and positive relationship between teachers' effective communication in classroom and students' motivation in learning in secondary schools in Anambra State. Teachers in secondary schools needed to relate well with their students to promote teaching and learning in the classroom. The implication is that the teachers who have weak relationship with their students are likely to experience disruptive behaviours in class. The present study finding does not fall in line with that of Unachukwu and Osunka (2014) study which found out that the teachers in both public and private secondary schools to a low extent used effective communication skills in the classroom for quality teaching in the classroom. The implication is that teachers in both public and private secondary schools in Anambra State to a low extent display the major classroom rules, give frequent feedback on students' behaviour, involve students in constant interaction, provide clear directions, call students by their names and present lessons with accuracy and clarity for better understanding of the topics. The findings also confirmed the observations of Asiyai (2011) that the teachers' used of communication techniques in the classroom in public schools was very low. Therefore, teachers should be able to communicate the rules and expectations of the class and make the students know the consequences of their actions, in order to promote effective classroom management.

It was found out in this study that teachers' instructional leadership practices promoted effective classroom management in secondary schools in Anambra State. This finding included that when teachers efficiently employed such instructional leadership practices as: setting high expectations for both students' academic performance likewise good behaviour that can positively influence student outcomes including reinforcing students to strive for academic excellence in the classroom, providing a roadmap that enable students become aware of the learning objectives for each lesson, thereby minimizing opportunities for disruptive behaviour in the classroom, employing diverse teaching

methodologies or techniques in order caters to the different learning styles and needs of students likewise keep students engaged and interested in the classroom, providing adequate instructional materials so as to reduce the likelihood of off-task behaviour in the classroom, modelling desired behaviour for students emulation which fosters a respectful and orderly classroom environment, providing constructive feedback, coupled with support and guidance which motivates students to strive for better performance and adhere to behavioural expectations in the classroom, encouraging students autonomy through project-based learning, student-led discussions, and decision-making opportunities in their learning to promotes a sense of ownership and responsibility in the classroom, creating a collaborative learning environment where students work together towards common goals to foster a sense of community and mutual respect likewise, reduce competitive tensions in the classroom, actively and constantly involving parents in students' education to improve learning in the classroom, consistently supervising/monitoring students' academic progress for high achievements in the classroom, and employing efficient assessment procedures to evaluate students likewise resolve their learning difficulties in the classroom; all these practices promoted effective classroom management in secondary schools in Anambra State.

This finding agrees with Idu (2012) study who found out that teachers in schools possessed the necessary skills in class arrangement for efficient teaching and learning. Idu further found that the teachers' classroom arrangement like arrangement of seats, desks, chalkboard, learning materials, in rows, enhanced quality teaching and learning in schools. Nwankwoala (2021) study also found out that effective teaching enhanced pupils' academic performance in public primary schools in Rivers State. There was a significant relationship between effective teaching and academic performance of the students in public secondary schools in Rivers State. This finding equally agrees and corresponds with Orakwue and Ajaegbo (2020) study which found out that effective classroom management tips among others included: ensuring orderliness in seating arrangements and general organization of the classroom; establishing the academic expectations for a class and ensuring that students comply with those expectations; encouraging students' participation and contributions occasioned by the lecturer's questions. On the other hand, the following ways were marked as effective for motivating lecturers towards effective classroom management: lecturers should be giving opportunity to exhibit their leadership quality without unnecessary interference from school authority; provide the lecturers with growth opportunities such as in-service training or further education to update their knowledge. This present study finding also corroborates with the findings of Mbonu, Chukwu, Anyaeji and Oshia (2022) study which indicated that teachers agreed that when they adopted four of the six classroom control skills listed for quality teaching and learning, which were: arranging students in rows to facilitate task behaviour and academic learning, strategically placing students with special needs or behaviour problems in the front roll, ensuring that the classroom is neat and tidy to enhance cleanliness and ensure that all seats and desks are well arranged in good order; these promoted effective classroom management. The findings of Unachukwu and Osunka (2014) study confirmed that teachers in public and private secondary schools in Anambra State agreed that good arrangement of classrooms to enhance teaching can come through; arranging students to facilitate task behaviour, removing distracting materials, organizing audio-visual aids, strategically placing students with special needs, and keeping neat and tidy classroom. Nwankwo, Omebe and Anikeze (2019) study confirmed that teachers in private schools used instructional monitoring for quality teaching and learning in the classroom. This indicated that the teachers in public and private secondary schools used classroom arrangement for quality teaching and learning to a great extent. The

present study finding does not agree with Eze, Nwankwo and Umeobi (2020) study which found out that teachers in both public and private secondary schools in Anambra State do not ensure that the teaching and learning of entrepreneurship was effective in meeting learners' needs. Thus, the need for effective classroom management practices for effective instructional delivery.

Conclusion

Promoting effective classroom management is integral to fostering an environment conducive to teaching and learning, particularly, in secondary schools in Anambra State. The study has explored the diverse workplace practices employed by teachers in secondary schools in Anambra State to enhance effective classroom management. Through a detailed examination of the communication practices and instructional leadership, the study indicated the multifaceted approaches teachers used to maintain order and promote a positive learning atmosphere. The findings underscore the importance of teachers clear and effective communication in setting expectations and preventing misunderstandings that could lead to disruptions in the classroom. Teachers' instructional leadership practices, characterized by setting high standards and employing engaging teaching methods, has been shown to keep students focused and motivated in class. By filling the existing research gap with localized insights, this study provided valuable contributions to the field of educational management in Anambra State. The practical workplace practices identified can be utilized by teachers, school administrators, and policymakers to enhance effective classroom management and, consequently, improve educational outcomes. The study also sets the stage for further studies to build on these findings and explore additional factors that may promote and influence classroom dynamics. In conclusion, the adoption of these effective classroom management practices can significantly impact the quality of education in secondary schools in Anambra State. By implementing the practices investigated in this study, this would create more effective and supportive learning environments, ultimately benefiting both students and teachers. This study serves as a foundational step towards achieving sustainable improvements in classroom management practices in secondary schools across the region.

Recommendations

Based on the findings of this study on teachers' workplace practices promoting effective classroom management in secondary schools in Anambra State, several recommendations were proffered to further enhance these practices and they include that:

1. School administrators and educational authorities like the Post Primary Schools Service Commission (PPSSC) should provide continuous enhanced professional development programmes focusing on advanced communication skills and instructional leadership, that will assist teachers in promoting effective classroom management practices. Also, with **c**ontinuous training, this will equip teachers with the latest communication skills, practices and techniques to effectively manage their classrooms and address evolving challenges in order to promote effective classroom management.
2. Principals should **e**stablish peer mentoring systems where experienced teachers can guide and support less experienced colleagues in utilizing efficient instructional leadership practices in order to promote effective classroom management. Mentoring thus, facilitates the sharing of best practices and provides a support network for teachers to discuss instructional leadership challenges and solutions in order to promote effective classroom management.
3. Principals should encourage teachers to foster a school-wide culture including initiatives, assemblies, and recognition programmes that emphasizes respect, collaborations, and positive

reinforcement that creates an environment where students feel valued and motivated to adhere to behavioural expectations which supports and promotes effective classroom management.

4. Principals and the PPSSC should support teachers to utilize technology tools and platforms to aid provide teachers with information about proactive behaviour management practices such as behaviour tracking apps, digital communication tools, and online conflict resolution resources that streamlines classroom management processes, provide real-time data, and facilitate better communication between teachers and students, which also enables teachers to promote effective classroom management.

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