

# Teacher Classroom Practices And Academic Performance Of Secondary School Students In Akinyele Local Government Area Of Oyo State, Ibadan, Nigeria

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## ABSTRACT

This study investigated impact of classroom practices on the academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State. Two research questions were raised and answered; three hypotheses were formulated and tested. Descriptive survey research design was adopted for the study. The population consisted of principals and students in senior secondary schools in Ibadan Akinyele Local Government Area of Oyo State, 462 respondents were drawn all together for the study (principals and students), the two instruments used for the study was a self developed questionnaire titled Classroom practices questionnaire (CPQ) for principals and the second instrument was titled Student Achievement Test (SAT). The questionnaire yielded 0.76 reliability coefficient. Descriptive statistical tools of frequency counts and simple percentages were used to analyze the demographic data and research question one and two while inferential statistics of Pearson Product Moment Correlation and Multiple regression analysis was used to test the hypotheses at 0.05 level of significant. The result revealed the following: Level of academic performance of students in English Language was low also the academic performance of student in Mathematics is very low, to a high extent classroom practices (teaching method, instructional materials and class, control/management) are being used to facilitate teaching in public secondary schools. There was a positive significant relationship between classroom practices and academic performance of students ( $r = .463, P < 0.05$ ), there was a significant relative contributions of classroom practices (teaching method, instructional materials and class control/management) to academic performance of student  $\beta = (.323), t(462) = 2.394, p < 0.05, \beta = (.212), t(462) = 2.070, p < 0.05$  and  $\beta = (.192), t(462) = 2.621, p < 0.05$ , there was a significant joint contributions of classroom practices (teaching method, instructional materials and class control/management) to academic performance of students ( $F_{3,461} = 42.709, P = 0.000$ ). Based on the findings, the study concluded that classroom practices have a moderate significant relationship with academic performance of student in public schools. The study recommended the following that level of academic performance of students should be improved to bring a well desired results among secondary school students, classroom practices are encouraged to be continued as it was well practiced among teachers of secondary schools to bring about increase in academic performance of student in public schools.

**Key words:** Teacher Classroom Practices, Students Academic Performance, Secondary School, Student

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## I. Background to the study

Academic performance is an important factor in measuring the progress of an educational programme and the effectiveness of a school system. According to the Cambridge University Reporter (2003), academic performance is defined as the scores and grade gained by students which are assessed by marks from written examination. Academic achievement refers to the knowledge acquired by students and the skills learned during the process. Both are usually measured through assessments that take the form of standard tests and performance assessment (Santrock, 2006). The student academic performance establishes the accomplishment or failure of any school (Narad and Abdullah, 2016)

Adeyemi (2008) described academic performance as measure of the educational outcome of the school. Performance of the student academically can be seen as the degree to which an individual learner displays or carries out an assignment, and how poorly or excellently he/she performs within a learning process.

In other words, academic performance is the outcome of the education exercise (Ward, Stocker and Murray-Ward, 2006). It is therefore the extent to which students achieve their educational goals. Thus,

examinations are often the evaluation measure of academic performance in terms of the marks a student scores in such assessment. The academic performance for an individual or group of students can then be drawn by comparing sets of marks scored in sets of examinations taken at different points in time (Jackson, 2006).

Scholastic performance of students could be described as academic repute of a student at a given moment, clarify in grades scored in a subject or subjects taken by the student (Adeyemi and Bolarinwa, 2013). It may also be described as height of student's success in an external examination, calculated in terms of credit passes in the subjects offered. The number of credits obtained in external examination such as West African Examination Council (WAEC) has been used as criteria for measuring and establishing the academic success level of learner in the Nigerian context.

Students' success in academic generally had witnessed a downward trend in the past decades in Nigeria, becoming a cause of concern to educational stakeholders who worry about possible remedies for the seeming poor academic performance of students.

The incidence of poor academic performance among secondary school students in Oyo State has been a serious concern among various educational stakeholders in the State. The secondary school students academic performance does not seem encouraging. For some years back, academic performance of secondary school students in public examinations such as Senior Secondary School Certificate Examination conducted by West African Examination Council (WAEC) seems to be dwindling. It is very disheartening to note that secondary school students in Oyo State seem not to perform up to the expectation in the external examinations conducted by WAEC. The percentages of students who obtained credit passes in five subjects including English Language and Mathematics in the examination conducted by WAEC between 2010 and 2020 seems not encouraging to educational stakeholders.

The state position in the WAEC yearly ranking has not been found between 1<sup>st</sup> and 10<sup>th</sup> positions which seems not too good for the state located in educationally advantaged region. In the results released by West African Examination Council (WAEC) and according to the last 5 years ranking, it was gathered that Oyo state was ranked and remained 26<sup>th</sup> position since 2016 until 2020 that the state moved to 11<sup>th</sup> position which is encouraging but seems not too good for a pace setter state. The abysmal performance seems pathetic and is no longer news in the country. Thus, Akinsolu (2010), noted that educational stakeholders seem not to be satisfied with the performance of students in the West African Senior School Certificate Examination results, since the students' result do not match with the government and parental investments on the senior secondary schools' education. The situation is so pathetic that stakeholders keep on pondering on why this level of education has persistently failed to meet the yearnings and desires of the society.

The persistent increase in the rate of poor academic performance of students could bring about increase in dropout rate among students, reduction in the transition rate as some students may not be able to move to the next level of their academic career and the level of manpower within the state may reduce drastically. Other variables such as student factor, school resources, teacher factors and peer influence have been worked on by researchers such as Nasey (2012), Jones (2012) and Doolaard (2016) as variables that could have relationship with students' academic performance but the problem of poor academic performance among students persist. This raised a pertinent question that, what could be the way forward to ensure good academic performance among secondary school students. Classroom practices seem to have not been given much attention to as a variable that could improve academic performance of students in public secondary schools which seem to have caused a setback for the educational system in the state.

Classroom practice is one of significant variables that could improve the academic performance of students in public secondary schools. Classroom practices are closely linked but not limited to issues involving utilizing collaborative learning: problem solving skills, teaching methodology feedback, asking questions during teaching, taking attendance in class, corporal punishment, reinforcement to stimulate learning, continuous assessment, classroom control/management, instructional material, teacher-student consultation, motivation used by teachers to ensure effective teaching and learning interaction in class (Soheili, 2015). However in this study, classroom practices will be measured using teaching methodology, instructional materials usage and class control/management being the common practice among teachers.

Choosing the right teaching method is significant practice among teachers in the classroom. Method of teaching is very germane to the success of teaching and learning activities in the classroom. Right method of teaching seems important to the achievement of educational goals and objectives. No matter the level of subject mastery of teacher, the right method should be applied for the teacher to be able to deliver the lesson effectively and improve student academic performance. Poor methodology can have adverse effect on the learning activities and eventually result in poor academic performance.

The use of appropriate instructional materials could be one of the classroom practices that could turn performance of students around and by extension make teachers more effective. Ogwo and Oranu (2006) described instructional material as any device employed by teachers to transmit facts, facilitate skills/knowledge acquisitions, and improve the understanding of learners. According to the scholars, instructional materials are

models, objects, drawings, graphs and charts, pictures, films and specimens to improve academic performance of students. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as motivation for teaching-learning process to improve learning activities in the school. They are used to get the attention of the students and stimulate retention. Instructional materials are highly important for teaching. The effective teacher relies on instructional materials in every aspect of teaching. The students need materials for background information on the subject to improve their academic performance.

Teachers who take time to provide instructional materials and other options that factor in the different ways students receive and express knowledge are more likely to see improvement in their students' performance. Teachers are expected to use varieties of audio, visual and print materials for teaching depending on students' need, and allow students to interact with those materials during learning activities because the schools with adequate instructional materials may perform better than those with inadequate instructional materials.

Class control is another best practice that could enhance students' academic performance. Alimi, Ehinola and Alabi, (2012). notes that this includes creating an organised and orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, and dealing with the procedural demands of the classroom to achieve good academic performance. The scholar viewed classroom control contrasts to a more narrow view of classroom management as it deals with just discipline and control. The most obvious reason for this assertion is that, effective class control sets the stage for teaching and learning to improve students' academic performance. The teacher's ability to ensure class control can create an environment in the classroom where the different categories of learners in the classroom are not easily distracted. This is seen as a necessity for effective teaching and learning to ensure that there is improvement in student's academic performance. Where this is not the case, the classroom becomes chaotic and disorganised. Thus, class control/management is highly likely to enhance expansive learning and students' academic performance. Otherwise, very little positive academic learning can take place. According to Ajayi, Haastrup and Osalusi (2010), the concept of classroom practices is broader than the notion of student control and discipline; they are tailored towards achieving academic performance of students.

Effective classroom practices among teachers in terms of choosing the right methodology, the right instructional materials and ensuring adequate class control would have a significant impact in achieving good academic performance in the secondary school. The practice could facilitate learning in the classroom and impact positively on the academic performance of the student. Bassey (2002), Anaekwe (2004), Brannon (2010) and Adeyemo (2012) have worked on variables such as student factor, school resources, teacher factors and peer influence as variables that can influence academic performance of secondary school students. However, the general performance of secondary school students in public examination remains poor and it could be as a result of not taking into consideration classroom practices as a variable that could have significant impact on students' academic performance. It is against this background that the researcher investigates the impact of classroom practices on academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State.

## II. Statement of the Problem

The poor academic performance of senior secondary school students in Oyo State is rising at an alarming rate. This is evident in the yearly results released by the external examination body (WAEC) in the country. It is noted that the performances for years back in Oyo State had not been encouraging and seems not up to the national average performance. Researchers have it that majority of the students who sat for the external examinations (WAEC) do not pass with a minimum of five credits including English and Mathematics which is the prerequisite for admission into any tertiary institution in the country. If this problem persists, the implication could be that the aims and objectives of senior secondary school education may not be achieved. In the short and long terms, Oyo State will not be able to compete favourably with other states technologically and will find it difficult to produce the needed human capital to ensure increase in productivity and development in the state. In efforts to solve the problem of poor academic performance, many researchers have worked on student factor, school resources, teacher factors and peer influence as variables that could improve student academic performance but there seems to be little research on the impact of teachers classroom practices on the academic performance of students in public secondary schools which is the gap the researcher intends to fill by investigating impact of teacher classroom practices on the academic performance of students in public secondary schools in Ibadan Akinyele local Government Area of Oyo State.

### III. Purpose of the Study

This study investigated the impact of classroom practices on the academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State. Specifically, the study seeks to:

1. established the level of academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State.
2. examined the extent to which classroom practices (teaching methodology, instructional materials usage and class control/management) are being used to facilitate teaching in public secondary schools in Ibadan Akinyele Local Government Area of Oyo State.
3. assessed the relationship between classroom practices and student academic performance in Ibadan Akinyele Local Government Area of Oyo state.
4. investigated the relative contribution of teaching methodology, instructional materials usage and class control/management to academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State
5. ascertained the joint contribution of teaching methodology, instructional materials usage and class control/management to academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State

#### Research Questions

- i. What is the level of academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo state?
- ii. To what extent are classroom practices (teaching method, instructional materials and class control/management) being used to facilitate teaching in public secondary schools in Ibadan Akinyele Local Government Area of Oyo State

#### Hypotheses

**H<sub>01</sub>**. There is no significant relationship between classroom practices and academic performance of students in Ibadan Akinyele Local Government Area of Oyo state.

**H<sub>02</sub>** There is no significant relative contributions of teaching methodology, instructional materials usage and class control/management to academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State.

**H<sub>03</sub>** There is no significant joint contribution of teaching methodology, instructional materials usage and class control/management to academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State

### IV. Methodology

The study adopted a descriptive survey research design for the study. This was considered appropriate for the study because it would provide the strategy for obtaining and describing existing conditions in the study without any manipulation by the researcher. Study population consisted of teachers and students of public secondary schools in Ibadan Akinyele Local Government Area of Oyo State. It includes both male and female teachers and students in the study area. There were 44 public secondary schools, 1475 teachers and 34404 students in Ibadan Akinyele Local Government Area of Oyo State. The sample for the study was 462 (students and administrators). The researcher adopted simple random sampling technique to sample 50% of the schools making 22 secondary schools. the same method was used to select 440 students and 22 principals respectively making 462 respondents used for the study.

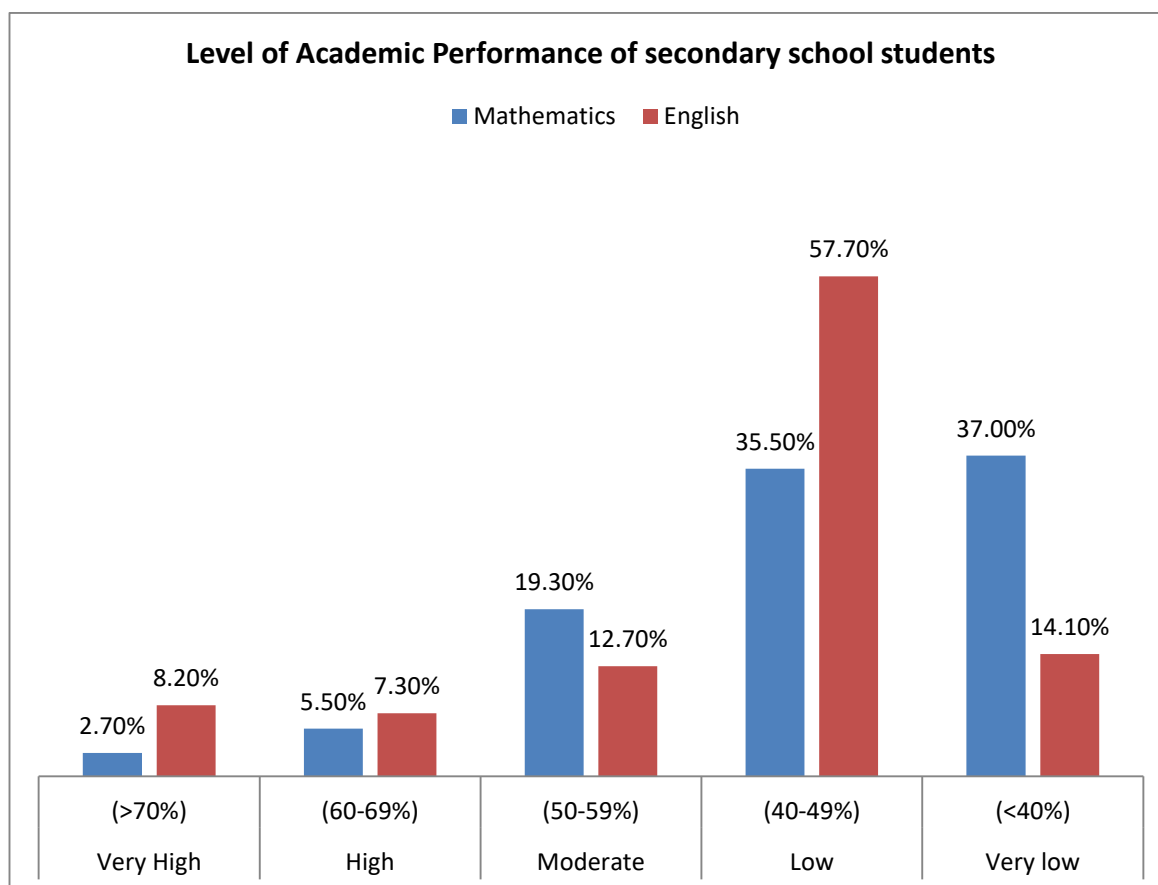
Two instruments were used for the study. The first instrument was titled Classroom Practices Questionnaire (CPQ) meant for principal. The instrument has 16 items on classroom practices with four Likert scale responses of 4= Very High Extent (VHE), 3 = High Extent (HE), 2 =Low Extent (LE) and 1=Very Low Extent (VLE). The second instrument was the achievement test on English and Mathematics meant for students which contains 10 objectives questions on each subject making a total of 20 objectives questions. Face, content and construct validity was achieved through the experts in instrument construction for correction and useful suggestions and before the administration of the instruments. Reliability of the instrument was achieved. Cronbach Alpha test of reliability was used to test the internal consistency of the instruments at 0.05 level of significance and the result yielded 0.85 reliability coefficient. The data collected were analysed using descriptive and inferential statistical tools. The Descriptive statistics of simple percentage, frequent count, mean and standard deviation was used to test research questions 1 and 2 while inferential statistical tools of Pearson Product Moment Correlation (PPMC) was used to test hypothesis 1 and multiple regression analysis was used to test hypotheses 2 and 3 at 0.05 level of significance.

V. RESULTS AND DISCUSSION OF FINDINGS

**Research question 1:** What is the level of academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo state?

**Table 1: Descriptive analysis on level of academic performance of secondary school students**

Subject	Very High (>70%)		High (60-69%)		Moderate (50-59%)		Low (40-49%)		Very low (<40%)		Mean
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Mathematics	12	2.7%	24	5.5%	85	19.3%	156	35.5%	163	37.0%	2.01
English	36	8.2%	32	7.3%	56	12.7%	254	57.7%	62	14.1%	2.36



**Figure 1: level of academic performance of students**

Table 1 and figure 1 shows the level of academic performance of secondary school students. it was revealed that 163 (37.0%) and 156 (35.5%) of the respondents scores less than 40 and 40-49% in Mathematics respectively, 85 (19.3%) scores 50-59% while 24 (5.5%) and 12 (2.7%) of the respondents scores 60-69 and greater than 70 respectively. This implies that majority of the students performed very low as they score less than 40% in Mathematics. On English language, it was revealed that 254 (57.7%) of the respondents scores 40 - 49, 62 (14.1%) score less than 40, 56 (112.7%) of the respondents scores 50-59 while 36 (8.2%) and 32 (7.3%) of the respondents score above 70 and 60-69 respectively. It was depicted that performance of students in English Language was low as majority of the respondents scores 40-49%. The academic performance of senior secondary school students was low. The result corroborates the finding of Akinsolu (2010). The scholar described performance as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols, the performance of student in English and mathematics was low in secondary schools.

**Research question 2:** To what extent are classroom practices (teaching method, instructional materials and class control/management) being used to facilitate teaching in public secondary schools in Ibadan Akinyele Local Government Area of Oyo State?

**Table 2: Extent to which classroom practices (teaching method, instructional materials and class control/management) being used to facilitate teaching in public secondary schools**

	Items	VHE	HE	LE	VLE	Mean	Std.D
1	Teachers do use different methods to teach in the class	11 (50.0%)	7 (31.8%)	4 (18.2%)	0 (0.0%)	3.32	.780
2	Teachers are used to one method of introducing concept to student	4 (18%)	12 (54.5%)	0 (0.0%)	6 (27.3%)	2.91	.684
3	Teacher do choose another method to explain the difficult concepts for student	7 (31.8%)	13 (59.1%)	2 (9.1%)	0 (%)	3.23	.612
4	Individual differences is always considered in choosing the right instrument for student in the classroom	6 (27.3%)	6 (27.3%)	8 (36.4%)	2 (9.1%)	2.73	.985
5	Student readiness determine the choice of teaching method in the classroom	5 (22.7%)	10 (45.5%)	4 (18.2%)	3 (13.6%)	3.09	6.524
	<b>Weighted mean</b>					<b>3.56</b>	<b>0.624</b>
	Instructional material Usage	VHE	HE	LE	VLE	Mean	Std.D
6	Teachers always use instructional material to teach in the classroom	8 (36.4%)	6 (27.3%)	7 (%)	1 (4.5%)	2.95	.950
7	Improvisation of instructional material is commonly practiced by teachers	5 (22.7%)	11 (50.0%)	6 (27.3%)	0 (0.0%)	2.95	.722
8	Timely used of instructional materials is always practiced by teachers	3 (13.6%)	12 (54.5%)	7 (31.8%)	0 (0.0%)	2.82	.664
9	Teachers don't usually use the instructional materials to distract students in the classroom	6 (27.3%)	13 (59.1%)	3 (13.6%)	0 (0.0%)	3.14	.640
10	The instructional materials is always kept in safe place double	11 (50.0%)	9 (40.9%)		2 (9.1%)	3.41	.666
	<b>Weighted mean</b>					<b>3.05</b>	<b>0.652</b>
	Class control/management	VHE	HE	LE	VLE		
11	Teachers always ensured the classroom is well arranged before teaching students	12 (54.5%)	10 (45.5%)	0 (0.0%)	0 (0.0%)	3.45	.510
12	Teacher always ensure discipline in the class	10 (45.5%)	12 (54.5%)	0 (0.0%)	0 (0.0%)	3.55	.510
13	Teacher do move around to catch attention of students in the classroom	4 (18.2%)	16 (72.7%)	2 (9.1%)	0 (0.0%)	3.09	.526
14	Teacher do communicate aloud to ensure proper understanding in the classroom	5 (22.7%)	16 (72.7%)	1 (4.5%)	0 (0.0%)	3.18	.501
15	Teacher do avoid noise in the classroom when teaching the students	13 (59.1%)	8 (36.4%)	1 (4.5%)	0 (0.0%)	3.55	.596
16	Teachers don't usually tolerate chorus answer in the class	4 (18.2%)	10 (45.5%)	8 (36.4%)	0 (0.0%)	2.82	.733
	<b>Weighted mean</b>					<b>3.27</b>	<b>0.641</b>
	<b>Grand mean</b>					<b>3.29</b>	

Table 2 shows the extent to which classroom practice is being used to facilitate teaching in secondary schools. The result depicted that 11 (50.0%) of the respondents indicated that to a very high extent teachers do use different methods to teach in the class, 13 (59.1%), 12 (54.5%) and 10 (45.5 %) of the respondents indicated that to high extent teacher do choose another method to explain the difficult concepts for students, teachers are used to one method of introducing concept to students and students' readiness determines the choice of teaching method in the classroom with mean value of 3.23, 2.91 and 3.09 respectively. The weighted mean for all the items on teaching method was 3.56 which was greater than criterion mean of 2.50. This implies that to a very high extent adequate teaching method has been practiced by teachers in public secondary schools. Also, 11 (50.0%) and 8 (36.4%) of the respondents indicated that to a very high extent the instructional materials is always kept in safe place and that teachers always use instructional material to teach in the classroom with mean values of 3.41 and 2.95 respectively, 13 (59.1%), 12 (54.5%) and 11 (50.0%) revealed that to high extent teachers don't usually use the instructional materials to distract students in the classroom, timely used of instructional materials is always practiced by teachers and that improvisation of instructional material is commonly practiced by teachers, these have mean values of 3.14, 2.82 and 2.95 respectively. The weighted mean value for all the items on instructional materials was 3.05 which was greater than 2.50 criterion mean. This shows that to a high extent, instructional materials were been used for teaching in public secondary schools. More so, 13 (59.1%) and 12 (54.5%) of the respondents indicated that to very extent teacher do avoid noise in the classroom when teaching the students and teachers always ensured the classroom is well arranged before teaching students with mean values of 3.55 and 3.45, 16 (72.7%), 12 (54.5%) and 10 (45.5 %) of the respondents indicated that to high extent teacher do move around to catch attention of students in the classroom, teacher do communicate aloud to ensure proper understanding in the classroom, teacher always ensure discipline in the class and that teachers don't usually tolerate chorus answer in the class to a high extent these have mean

values of 3.18, 3.55 and 2.82 respectively. The weighted mean value for all the items on class control/management was 3.27 which was greater than 2.50 criterion mean, this shows that to a high extent class control/management is been practiced in public secondary schools.

To answer research question two, the grand mean for the three indicators was 3.29 which was greater than the criterion mean of 2.50. This indicated that to a high extent classroom practices (teaching method, instructional materials and class control/management) are being used to facilitate teaching in public secondary schools

**Testing of Hypotheses**

**Hypothesis 1:** There is no significant relationship between classroom practices and academic performance of students in Ibadan Akinyele Local Government Area of Oyo state.

**Table 3: relationship between classroom practices and academic performance of students**

Variable	N	Mean	Std. Dev	Df	r	P	Remark
Classroom practices	462	2.4372	11.04749	462	.463**	.000	Significant
Student academic performance	462	4.1602	1.98702				

Table 3 depicted the relationship between classroom practices and academic performance of students. The result shows that there is moderate positive significant relationship between classroom practices and academic performance of students ( $r = .463, P < 0.05$ ). This implies that classroom practices could play a significant role to improve academic performance of students in public secondary schools. The null hypothesis is hereby rejected at 0.05 level of significance. The result corroborates with the findings of Marzano, Marzano, and Pickering (2003), Van de Grift, Van der Wal and Torenbeek (2011) and Jones (2012) who focused on the roles of classroom practices in improving students’ academic performance. It was revealed that there is a significant relationship between class control, class control/management, classroom arrangement and student academic performance in secondary schools. The result is in line with the findings of Oliver, Wehby and Reschly (2011) that of all the indicators of classroom practices, teaching methods in their study has effects on reducing students’ aggressive, negative, lethargic and inattentive way of learning in the classrooms which in turn improve academic performance. Also, Huang (2011) found out that there is a significant relationship between method of teaching and students performance in secondary schools.

**Hypothesis 2:** There is no significant relative contributions of teaching methodology, instructional materials usage and class control/management to academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State.

**Table 4: Relative contributions of teaching methodology, instructional materials usage and class control/management to academic performance**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	4.367	.084		51.990	.000
	Teaching method	.323	.059	.045	2.394	.002
	Instructional materials	.212	.178	.021	2.070	.004
	Class control/Management	.192	.119	.406	2.621	.000

a. Dependent Variable: students’ academic performance

Table 4 Reports the Unstandardized Coefficients (B) and Standardized Coefficient (beta weight), t, and p values of each independent variable. The result revealed that of all the independent variables, teaching method made the highest contribution to academic performance of students  $\beta = (.323), t(462) = 2.394, p < 0.05$  which was significant, followed by instructional materials  $\beta = (.212), t(462) = 2.070, p < 0.05$  which was also significant and class control/ management made the list contributions to academic performance of student  $\beta = (.192), t(462) = 2.621, p < 0.05$ . The result revealed that for a unit change in teaching methods, instructional materials and class control /management and there will be a corresponding increase of 0.323, 0.212 and 0.192 in academic performance of students. To determine the predictors that may not be useful in the model, the t-values of Table 4.9 that are less than 2.0 in magnitude indicated that the predictor is not significant. The three predictor variables (teaching methods, instructional materials and class control /management) have their t-values greater

than 2 (2.394, 2.070 and 2.621). This shows that the three variables are strong contributors to academic performance of students in public secondary schools. Thus, there is significant relative contribution of teaching methods, instructional materials and class control /management to academic performance of students. The null hypothesis is hereby rejected at 0.05 level of significant.

**Hypothesis 3:** There is no significant joint contribution of teaching methodology, instructional materials usage and class control/management to academic performance of secondary school students in Ibadan Akinyele Local Government Area of Oyo State.

**Table 5: Joint contribution of teaching methodology, instructional materials usage and class control/management to academic performance of secondary school students**

Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	397.882	3	132.627	42.709	.000 <sup>b</sup>
	Residual	1422.265	458	3.105		
	Total	1820.147	461			
Model Summary						
Model		1				
R		.468 <sup>a</sup>				
R-square		.219				
Adjusted R Square		.213				
Std. Error of the Estimate		2.76221				

a. Dependent Variable: student academic performance

b. Predictors: (Constant), class control, teaching method, instructional materials

Table 5 shows the contributions of teaching methods, instructional materials and class control/management to academic performance of students. The result presents the value of R, R<sup>2</sup> (model summary) and ANOVA Table. The result from the table a revealed multiple correlation of R= 0.468 between independent (teaching methods, instructional materials and class control/ management) and dependent variable (academic performance of students), this implies that independent variables could influence academic performance of students to very large extent and R<sup>2</sup> of 0.219 which is an indication that independent variables (teaching methods, instructional materials and class control/ management) accounted for 21.9% of the total variance observed in dependent variable (academic performance of students) leaving the remaining 78.1% to other factors that was not considered in the study. Table 4.8 equally showed that the combination of all the independent variables also allowed reliable prediction of academic performance of students ( $F_{3,461} = 42.709$ ,  $P = 0.000$ ). Hence there is significant joint contribution of Teaching methods, instructional materials and class control/ management to academic performance of students. The null hypothesis which says there is no significant joint contribution of teaching methods, instructional materials and class control/ management to academic performance of students was hereby rejected at 0.05 level of significant. The result is in line with the findings of Oliver, Wehby and Reschly (2011) that of all the indicators of classroom practices, teaching methods in their study has effects on reducing students' aggressive, negative, lethargic and inattentive way of learning in the classrooms which in turn improve academic performance. Also, Huong (2011) found out that there is a significant relationship between method of teaching and students performance in secondary schools.

## VI. Conclusion

the findings from this study was able to establish some facts among which is that level of student dents academic performance was low, this shows that the student performance in English Language was low but very low in mathematics. Teaching method was most prevalence classroom practice followed instructional materials and lastly class control and management. There was a moderate positive significant relationship between practice and academic performance of students, this implies that classroom practices have a significant relationship with academic performance of student in public schools. This implies that a well practice of classroom practices will bring a significant improvement on the academic performance of student in public schools.



## VII. Recommendations

Based on the findings of the study the researcher recommended the following:

- Level of academic performance of students should be improved to bring a well desired results among secondary school students
- Classroom practices are encouraged to be continued as it was well practiced among teachers of secondary schools to brings about increase in academic performance of student in public schools
- School administrators should find means of ensuring that classroom practices are well practiced among secondary school teachers

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