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Classroom Management, Record Keeping, And Student Academic Performance in Public Senior Secondary Schools in Obio/Akpor Local Government, Rivers State

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Abstract

Classroom management and record keeping are crucial contributors to academic performance. There has been loud outcry by parents over their wards performance and the need to follow up with their academic performance. This is largely because academic records are not properly kept, where it is kept, it is not readily available to parents as at when need. The ongoing deterioration in academic performance prompts this research. The population for this study consists of students and teachers from public senior secondary schools, Obio-akpor Local Government Area (LGA), Rivers State, Nigeria. The total population for public senior secondary school students in Obio-akpor local government of rivers state is 15,530, with a total of 21 senior public schools and 1,297 teachers. Inferential statistics of multiple regression analysis was used to test the research hypotheses. The study found that effective classroom management plays a significant role in enhancing student academic performance. Also, there is a strong relationship between classroom management, record-keeping, and student academic performance. The research revealed that effective classroom management practices, including organization, reinforcement, and instructional monitoring, significantly correlate with improved student academic performance. The study recommended that there should be Implementation of Digital Record-Keeping Systems: Schools should transition from manual to digital record-keeping systems to enhance accuracy and efficiency in tracking student progress among others.

Keywords: Classroom Management, Record Keeping, Instructional material, performance records.

Introduction

Academic performance is a crucial element of educational success that indicates students' proficiency in skills, information, and competencies obtained in a formal learning setting. Individuals who achieve academic performance are typically better equipped to contribute to their communities and assume leadership positions. (Lin, 2011) is of the opinion that education provides individuals with the competencies required to tackle societal issues and foster creativity. While academic performance is fundamental to individual and societal advancement, its deterioration in some communities in Nigeria, has led to considerable adverse effects.

WAEC 2025 report indicated that merely 26.96% of Nigerian candidates achieved credit passes in five courses, including Mathematics and English (WAEC, 2025). This poor performance indicates fundamental problems within the school sector. Data indicates that in Obio-Akpor Local Government Area (LGA), academic performance in public schools has been adversely affected by poor academic records and overcrowded classrooms, leading to poor performance in

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their terminal results.(Ngozi, 2023). These issues substantially diminish the quality of education, rendering students inadequately equipped for national examinations and future problems.

Classroom management encompasses the techniques, and practices employed by teachers to establish and sustain an orderly, productive, and engaging learning environment. It entails formulating regulations, cultivating constructive connections, upholding discipline, and overseeing classroom dynamics to guarantee the efficiency and efficacy of teaching and learning processes. Classroom management includes the teacher's capacity to address disruptive conduct, optimize instructional time, and guarantee that pupils are actively involved in their learning activities (Evertson & Weinstein, 2013)

In Obio-Akpor Local Government Area, studies have shown that teachers who employ proactive classroom management techniques and practices, such as clear communication and positive reinforcement, report fewer disruptions and higher student performance(Sunday-Piaro, 2018).Efficient classroom management minimizes disturbances, maximizes instructional time, and maintains student concentration on academic work. The beneficial effect of classroom management on academic performance is substantially affected by the lowering of cognitive load, a principle derived from Cognitive Load Theory(Sweller et al., 2019).

Keeping accurate records is an essential component in enhancing student performance. This approach entails the systematic monitoring of students' attendance, academic performance, progress, and conduct throughout time. Accurate record keeping allows instructors to recognize patterns, rectify learning deficiencies, and implement customized interventions. (Oladapo Kayode, 2021)emphasizes that schools with effective record-keeping systems are more capable of tracking student development and executing methods that enhance learning outcomes.

Comprehensive performance records enable student to discern their strengths and limitations. Students that exhibit high engagement are more inclined to implement corrective measures in response to feedback, such as obtaining supplementary assistance, practicing difficult subjects, or establishing academic goals. The research conducted by Tao et al (2022) revealed that students who actively utilized teacher feedback from academic records consistently exhibited enhanced learning results relative to their disengaged counterparts. This indicates that the effectiveness of record keeping is reduced in the absence of student engagement, since disengaged students are less inclined to utilize the information given. Efficient record keeping promotes collaboration among educators, parents, and administrators by guaranteeing that all parties have access to precise and current information regarding students academic progress.

Proper documentation of academic records enables educators and school administrators to track student achievements, attendance, and behavioural trends, which are crucial for improving learning outcomes(Amanchukwu&Nwanchukwu, 2015). However, despite its significance, record-keeping in Nigerian public secondary schools often faces numerous challenges, which, if unaddressed, may hinder the smooth operation of the education system.

This paper examines the combined effect of classroom management and record-keeping on the academic performance of secondary school students in Obio-Akpor Local Government Area, Rivers State. The research provides contextual insights into existing classroom management and record-keeping practices within the study area and their relationship to student performance while offering recommendations for improving and creating a lasting impact on child education.

METHODOLOGY

Research Design: This study adopted a survey design, which is more suitable and allows the researcher to collect data from a large number of respondents efficiently, which ensured that the

findings are representative of the population under study.

Population: The population for this study consists of students and teachers from public senior secondary schools, Obio-akpor Local Government Area (LGA), Rivers State, Nigeria. The data for public schools was obtained from the, (Rivers State Senior Secondary Board 2015, Planning, Research and Statistics Department, 2021). The total population for public senior secondary school students in Obio-akpor local government of rivers state is 15,530, with a total of 21 senior public schools and 1,297 teachers.

Sample size and Sampling Technique: The sample size was derived using Taro Yamane's formula for finite populations, and the total sample size was determined to be 310 teachers, and 390 students.

The research employed a proportional random sampling method, to guarantee representation of participants from senior public secondary schools in the Obio/Akpor Local Government Area. Of the 21 schools, 10 were randomly selected ensuring a representative sample. The randomization is predicated on the selection of senior secondary schools through balloting. In each chosen school, basic random selection is employed to pick teachers and students for participation in the study, although population differ. This method reduces selection bias and guarantee that every individual has an equal probability of selection. Random sampling is justified as it facilitates the inclusion of participants from various schools while ensuring proportional representation.

Research Instruments: The data for this study was gathered utilizing a dual structured questionnaire developed by the researcher. The student questionnaire which is segmented into four pieces, each tailored to meet particular facets of the study's aims and research concerns. Section A collects socio-demographic data regarding the respondents, encompassing their age, gender, and class. Section B examines perceptions of classroom management utilizing a 5-point Likert scale, with response possibilities including Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The questions in this section assessed how students perceive classroom rules, teacher-student interactions, discipline, and classroom engagement. Section C focuses on perception of record keeping practices, it also uses a 5-point Likert scale. The question focused on how students perceive the management of records such as attendance, grades, and behavioral records. Section D focuses on academic performance also using a Likert scale. The question focused on how classroom management and recordkeeping practices carried out by their teachers affect their learning and academic performances.

The questionnaire for the teachers is segmented in two portions, each tailored to meet particular facets of the study's aims and research topics. Section A collects socio-demographic data regarding the respondents, encompassing their age, gender, years of teaching experience, and academic qualifications. Section B addresses the difficulties associated with record keeping, employing a 5-point Likert scale with response possibilities of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Question in this section explored the specific challenges teachers face when keeping and managing records. The questionnaire has been carefully designed to align with the study's objectives, enabling the collection of relevant and reliable data to address the research questions effectively.

Method of Data Collection: Consent was obtained from the principals of the schools, the questionnaire was self-administered to the students, while in class and some on the field, some schools were practicing for their upcoming inter-house sport programme, with the supervision of a staff appointed to me by the principals. Teacher's questionnaire was self-administered to them in the staff room, also with the supervision of the staff appointed to me by the principals in each

school I went to. Questionnaires were collected after completion and checked for appropriate filling. Data collection was done within a period of 3 weeks.

Method of Data Analysis: The data analysis for this study involved both descriptive and inferential statistical techniques to address the research objectives effectively. The descriptive statistics, including frequency distributions, percentages, and means, were employed to summarize the socio-demographic characteristics of the respondents. Inferential statistics of multiple regression analysis was used to test the research hypotheses. Pearson's Product-Moment Correlation, and Multiple Regression Analysis. All hypotheses were tested at .05 level of significance

RESULTS

Table 1. Analysis of Students Demographic Characteristics of Respondents

Variables	Items	Frequency	Percentage
Gender	Female	197	51.8
	Male	183	48
Age	13-14 years	135	35.5
	15-16 years	169	44
	17-18 years	76	19.7
Class	SS1	127	33.4
	SS2	128	33.6
	SS3	125	32.8

The Table 1. showed the demographic detail of the respondents. From the table it shows that female student's respondent was more than male student's respondents. The greatest percentage of age range in public secondary school Obio-akpor local government falls within 15-16 years. Lastly questionnaire were shared equally in various classes hence the same value.

Table 2: Summary of Pearson's Product Moment Correlation Analysis of no significant relationship between classroom management and student academic performance.

Correlations

		Classroom management	Academic performance
Classroom management	Pearson Correlation	1	.559**
	Sig. (2-tailed)		.000
	N	380	380
Academic performance	Pearson Correlation	.559**	1
	Sig. (2-tailed)	.000	
	N	380	380

** . Correlation is significant at the 0.01 level (2-tailed).

The findings indicate a moderate positive correlation ($r = 0.559$, $p < 0.01$) between classroom management and academic performance. This implies that the more classroom management practices and techniques are implemented the better academic performance will be.

Table 3: Summary of Multiple regression analysis of record keeping does not significantly
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influence student academic performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.565 ^a	.319	.317	.66599

a. Predictors: (Constant), Record keeping

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.580	1	78.580	177.166	.000 ^b
	Residual	167.659	378	.444		
	Total	246.239	379			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Record keeping

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.818	.137		13.298	.000
	Record keeping	.477	.036	.565	13.310	.000

a. Dependent Variable: Academic performance

The regression analysis shows a significant positive relationship between record keeping and academic performance ($R = .565$, $R^2 = .319$, $p < .001$), indicating that record keeping accounts for approximately 31.9% of the variance in academic performance. The ANOVA confirms the model's significance ($F(1, 378) = 177.166$, $p < .001$). The coefficient for record keeping ($B = .477$, $p < .001$) suggests that for every unit increase in record keeping, academic performance increases by 0.477 units, highlighting its substantial impact.

Table 4: Summary of Multiple regression analysis of no significant relationship between classroom management and record keeping effectiveness on students' academic performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.651 ^a	.424	.421	.61333

a. Predictors: (Constant), Classroom management, Record keeping

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	104.424	2	52.212	138.800	.000 ^b
	Residual	141.815	377	.376		
	Total	246.239	379			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Classroom management, Record keeping.

Coefficients

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	.198	.232		.853	.394
	Classroom management	.535	.065	.372	8.289	.000
	Record keeping	.323	.038	.383	8.537	.000

a. Dependent Variable: Academic performance

The regression analysis confirms that both classroom management and record keeping significantly predicted academic performance ($F(2, 377) = 138.800, p < 0.01$). This implies that if classroom management, record keeping are sufficiently implemented, student academic performance will be on the rise.

Discussion of Findings

The study found that effective classroom management plays a significant role in enhancing student academic performance. This aligns with the work of Marzano and Marzano (2003), who asserted that effective classroom management techniques, such as clear rules, structured lesson plans, and positive reinforcement, foster an environment conducive to learning. The study by Abubakar and Awodoyin (2024) also corroborates this finding, demonstrating a positive correlation between classroom management strategies like instructional supervision and students' academic performance.

In this study, teachers who employed proactive classroom management techniques, such as clear communication and positive reinforcement, reported fewer classroom disruptions and higher student engagement, ultimately leading to better academic outcomes. These results are in line with Emmer and Evertson (2016), who emphasize that structured classrooms exhibit higher levels of student engagement and academic success.

Additionally, the study confirms Sweller's (2019) Cognitive Load Theory, which stated that reducing distractions and creating an organized learning environment allows students to focus their cognitive resources on learning tasks, thus improving performance. This supports Mayer and Moreno's (2010) argument that reducing unnecessary cognitive load enhances students' information processing capabilities.

Also, the study findings also emphasize the critical role of record-keeping in monitoring and improving student academic performance. Schools with well-maintained academic records were better equipped to track student progress, identify learning gaps, and implement targeted interventions. These results align with the study by Conolly (2024), which found that efficient record-keeping systems allow educators to analyze student development and execute strategies to improve learning outcomes.

Moreover, the findings align with Information Systems Theory (Alter, 2012), which posits that the systematic collection and storage of data enhance decision-making. Teachers in schools with efficient record-keeping systems were better able to tailor interventions based on student performance trends. This finding supports the study by (Odeniyi & Adeyanju, 2020), which highlights that accurate academic record management improves institutional efficiency and student achievement.

Despite the benefits of record-keeping, this study found several challenges associated with its implementation in public schools. These challenges include the overwhelming volume of student

data, reliance on manual record-keeping methods, inadequate digital infrastructure, and a lack of training for teachers on record-keeping practices. These findings align with those of Okpala et al (2022) who identified similar challenges in Nigerian schools, emphasizing that manual record-keeping systems are prone to errors and inefficiencies.

Additionally, this study confirms the findings of Chukwuaguzie et al (2021) who argued that poor record-keeping negatively impacts school administration, teacher efficiency, and student performance. The study also supports the recommendation of Amaefule and Eshiet (2021) that schools should transition to digital record-keeping systems to improve efficiency, accuracy, and accessibility of student records.

It was noted that strong relationship exists between classroom management, record-keeping, and student academic performance. Schools that effectively implement classroom management techniques alongside efficient record-keeping practices record higher levels of student engagement and improved academic performance. This finding aligns with the research of Asiegbu et al. (2022), which demonstrated that well-structured classroom management strategies significantly impact student achievement.

Conclusion

In conclusion, the study affirms that classroom management and record-keeping are indispensable pillars of educational effectiveness. When implemented cohesively and supported institutionally, they serve not only to improve students' academic performance but also foster a conducive learning environment characterized by discipline, data-informed instruction, and shared accountability. For meaningful progress in public secondary education in Obio/Akpor and similar contexts, stakeholders must prioritize the reinforcement and modernization of these practices as strategic tools for academic excellence and system-wide improvement.

Recommendations

In light of the findings, the following recommendations are proposed:

Improvement in Classroom Management Training: The Ministry of Education should organize regular workshops and training sessions for teachers on effective classroom management strategies.

1. **Implementation of Digital Record-Keeping Systems:** Schools should transition from manual to digital record-keeping systems to enhance accuracy and efficiency in tracking student progress.
2. **Provision of Adequate Resources:** Government and educational stakeholders should provide sufficient resources, such as instructional materials and classroom space, to reduce overcrowding and enhance effective classroom management.
3. **Regular Monitoring and Evaluation:** Schools should establish monitoring mechanisms to assess the effectiveness of classroom management and record-keeping practices, ensuring continuous improvement.

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