

TEACHERS' INNOVATIVE CLASSROOM MANAGEMENT PRACTICES AS PREDICTORS OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

This study examined teachers' innovative classroom management practices as predictors of students' academic performance in public secondary schools in Anambra State, Nigeria. Specifically, it explored the predictive value of instructional creativity, behavioural management strategies, and classroom organization techniques on students' academic performance. The study was guided by three research questions and three null hypotheses and was anchored on Vygotsky's Sociocultural Theory, which emphasizes the role of interactive and well-structured learning environments in fostering students' development and performance. A correlational research design was adopted. The sample comprised 52 Senior Secondary II English Language teachers and 960 students, selected from 20 purposively chosen schools within the Awka and Nnewi Education Zones. Data were obtained using a structured teacher questionnaire and students' official English Language achievement records. Simple regression analyses were employed for data interpretation. Findings revealed that instructional creativity, behavioural management strategies, and classroom organization techniques each significantly and positively predicted students' academic performance. The study concluded that innovative classroom management is a key determinant of improved learning outcomes. It recommended sustained professional development for teachers, with emphasis on creative pedagogy, effective behavioural regulation, and systematic classroom organization to optimize students' academic performance.

Keywords: Classroom Management, Instructional Creativity, Behavioural Strategies, Classroom Organization, Academic Performance

Introduction

Education is universally recognized as a vital driver of individual empowerment and national development, serving as the foundation for human capital formation, innovation, and societal progress. Yet, the quality of students' academic performance continues to be a pressing concern in many educational systems, particularly within developing contexts where resource constraints, overcrowded classrooms, and inconsistent teaching practices persist. These challenges highlight the urgent need for more effective approaches to classroom teaching and learning. In this regard, the role of classroom management has become increasingly significant, not merely as a means of maintaining order but as a transformative process that fosters engagement, motivation, and achievement. Emerging perspectives emphasize that when teachers adopt innovative classroom management practices, they are better able to create supportive, organized, and dynamic learning environments that enhance students' academic outcomes.

Academic performance stands as a critical gauge of educational effectiveness and a catalyst for national development. It encompasses students' attainment of curricular goals, mastery of foundational competencies and preparedness for higher learning and future careers. Ikegbusi (2025) affirmed that academic performance reflects both learner progression and the quality of instructional delivery and school support mechanisms. High performance is often associated with 21st-century competencies such as analytical reasoning, adaptability, collaboration and creativity, which are vital in today's knowledge-based economy. Empirical evidence further accentuated this link, with project-based learning and creativity shown to significantly enhance students' academic outcomes in Nigerian secondary schools (Ikegbusi & Egwu, 2024).

Globally, strong academic outcomes contribute to an innovative workforce and social advancement, playing a pivotal role in sustainable development (UNESCO, 2024). Conversely, low academic performance is linked to elevated dropout rates, reduced socio-economic mobility, and entrenched inequality, challenges particularly pronounced in low- and middle-income countries like Nigeria (Adeoye & Falade, 2021). In Nigeria's public secondary schools, infrastructural deficits, overcrowded classrooms, and limited teacher support remain key barriers to achievement. These challenges are compounded by weaknesses in administrative competencies, which directly influence teacher retention and overall school performance (Manafa, 2025b).

Effective classroom management is increasingly recognized as a transformative leverage for elevating students' outcomes. Defined as the strategic creation of organized, engaging learning environments, it fosters both academic success and emotional well-being (Evertson & Weinstein, 2021). While traditional approaches often relied on discipline and control, contemporary frameworks emphasize dynamic, student-centered strategies that enhance engagement and mutual respect (Simonsen et al., 2020). Yet, as Egwu (2022a) noted, weaknesses in internal quality assurance mechanisms within Nigerian schools can undermine the sustainability of such classroom management practices.

Innovative classroom management, comprising instructional creativity, behavioural regulation and adaptive organization, has shown promise in stimulating students' motivation, participation and achievement (Ikegbusi, 2025). Instructional creativity employs interactive methods such as storytelling, simulations and gamified activities to sustain learners' interest and deepen understanding (Zheng et al., 2022). Behavioural strategies rooted in positive reinforcement, empathy and clear communication raise respectful classroom climates that minimize disruptions (Anderson & Jacobs, 2022). Likewise, effective classroom organization, supported by structured routines, optimized spaces and accessible resources, enhances inclusion, focus and instructional flow (Brophy, 2021). However, as Egwu (2022b) observed, limitations in educational management within Nigerian secondary schools remain a critical barrier to embedding 21st-century pedagogical practices in classroom management.

Despite growing interest in innovative management strategies, empirical research remains sparse in Nigeria, particularly in contexts like Anambra State, where teaching constraints such as large class sizes, lack of training and inadequate instructional materials pose significant challenges. To address this gap, the present study examined how teachers' innovative classroom management practices, specifically instructional creativity, behavioural management and classroom organization, predict students' academic performance in public secondary schools in Anambra State.

Statement of the Problem

In Nigeria, persistent concerns about students' underperformance in core academic subjects continue to undermine the country's educational objectives and broader national development goals. Despite government reforms such as curriculum review, teachers' retraining and increased funding for education, learning outcomes in many public secondary schools remain below expectation. In Anambra State, this situation is particularly evident, as students' academic results reflect recurring patterns of underachievement that raise questions about the effectiveness of classroom processes.

One critical yet underexplored dimension influencing students' outcomes is classroom management. Traditionally, classroom management in Nigerian schools has been equated with discipline and control, often neglecting its broader role in shaping students' engagement, motivation and achievement. However, contemporary research highlights the importance of innovative classroom management practices, including instructional creativity, behavioural management and effective classroom organization, as strategies that create supportive and stimulating learning environments where students can perform optimally.

Unfortunately, the reality in many public secondary schools in Anambra State is marked by overcrowded classrooms, insufficient instructional resources, reliance on outdated pedagogies and limited opportunities for teacher professional development. These challenges restrict teachers' capacity to adopt creative and student-centered management practices capable of fostering improved academic outcomes. While global literature demonstrates the positive impact of innovative classroom management on students' performance, empirical studies in the Nigerian context, particularly in resource-constrained environments such as Anambra State, remain scarce.

This gap in knowledge is significant because without context-specific evidence, interventions aimed at improving students' outcomes risk being generic and ineffective. Therefore, this study sought to determine the predictive value of teachers' innovative classroom management practices, namely instructional creativity, behavioural management and classroom organization, on students' academic performance in public secondary schools in Anambra State, Nigeria.

Purpose of the Study

The primary purpose of this study was to investigate the extent to which teachers' innovative classroom management practices predict students' academic performance in public secondary schools in Anambra State, Nigeria. Specifically, the study sought to:

1. Assess the predictive value of teachers' instructional creativity on students' academic performance.

2. Determine the predictive value of teachers' behavioural management practices on students' academic performance.
3. Evaluate the predictive value of teachers' classroom organization strategies on students' academic performance.

Research Questions

The following research questions guided the study:

1. To what extent does teachers' instructional creativity predict students' academic performance in public secondary schools in Anambra State?
2. To what extent do teachers' behavioural management practices predict students' academic performance in public secondary schools in Anambra State?
3. To what extent do teachers' classroom organization strategies predict students' academic performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. Teachers' instructional creativity does not significantly predict students' academic performance in public secondary schools in Anambra State.
2. Teachers' behavioural management practices do not significantly predict students' academic performance in public secondary schools in Anambra State.
3. Teachers' classroom organization strategies do not significantly predict students' academic performance in public secondary schools in Anambra State.

Literature Review

Teachers' Innovative Classroom Management Practices

Teachers' innovative classroom management practices are increasingly recognized as central to educational success, extending beyond discipline to promoting students' engagement, motivation and improved learning outcomes. Recent scholarship highlights a shift towards student-centered approaches such as instructional creativity, positive behavioural management and structured classroom organization as key drivers of effective teaching and learning environments. In this regard, Ikegbusi and Manafa (2023) stressed the importance of classroom management as a field of inquiry that shapes instructional quality and student achievement. Similarly, Manafa (2025a) emphasized that teachers' motivation is closely linked to their commitment and willingness to adopt innovative practices that ultimately influence students' academic outcomes. This suggested that teachers' innovative classroom management is inseparable from their intrinsic drive and professional dedication, as motivated educators are more likely to sustain creative and effective approaches in their instructional practices.

Instructional Creativity

Crafting creatively engaging lessons, through storytelling, simulations or gamified tasks, encourages active learning and deep comprehension. Ikegbusi (2025) demonstrated that multimedia-rich, interactive lesson delivery significantly improves students' engagement and performance in secondary schools' classrooms. Instructional creativity thrives where teachers are both supported and administratively guided to innovate. As Manafa (2025b) highlighted, principals' administrative competencies strongly correlate with teachers' retention and their ability to remain consistent in applying innovative practices in classrooms. This emphasized the pivotal role of school leadership in fostering environments where creative instructional strategies are not only encouraged but also sustained as a norm of practice.

Behavioural Management

Contemporary behaviour management emphasizes positive, restorative methods over punitive approaches. For instance, Positive Behavioural Interventions and Supports (PBIS) has garnered robust evidence for its ability to enhance behaviour and academic achievement by embedding positive reinforcement and consistent expectations school-wide (Ikegbusi, 2025). Similarly, Ikegbusi et al., (2022) argued that schools characterized by administrative deficiencies often struggle with effective behavioural management, which negatively impacts both teachers' productivity and students' achievement. This highlights the importance of proactive, supportive behavioural systems that cultivate an enabling climate where students can thrive academically.

Classroom Organization

An efficiently arranged learning environment, featuring purposeful seating, clear routines and resource accessibility, provides the structure necessary for focused and inclusive learning. Lajom et al. (2023) found that well-organized classrooms reduce distractions and boost academic performance through better time use and peer interaction facilitation. In alignment, Ikegbusi et al., (2023) highlighted that supportive school climates fostered

by effective organization, together with family and community involvement, play a critical role in improving students' academic achievement. This suggested that classroom organization should not be viewed in isolation but as part of a broader, supportive learning ecosystem.

In the Nigerian context, studies are limited but promising. A study in Rivers State showed that innovative classroom management strategies positively influenced both teachers' and students' performance (Nwonkwo et al., 2021). Similarly, research in Abuja linked effective classroom management style with improved students' motivation and achievement (Adedigba & Sulaiman, 2020). Despite this growing body of evidence, there is a critical gap in the empirical examination of these practices as predictors of academic performance within Anambra State's public secondary schools. Given the challenges of overcrowding, resource constraints and limited teachers' development in such settings, there is a need for localized research to validate the impact of innovative classroom management practices on students' outcomes in this context.

Students' Academic Performance

Students' academic performance is a core indicator of educational quality, reflecting mastery of curricular goals and readiness for further learning and work. Large-scale syntheses show that in-school factors, especially what teachers do, exert substantial influence on achievement (Ikegbusi & Egwu, 2024). Within this, **innovative classroom management** (ICM), spanning instructional creativity, positive behavioural supports and purposeful organization, shapes engagement, time-on-task and, ultimately, outcomes. A recent meta-analysis confirmed that effective classroom management is reliably associated with higher students' achievement across settings (Acar et al., 2025).

Motivation is a proximal driver of performance. Self-Determination Theory-based reviews find that need-supportive teaching (autonomy, competence, relatedness) strengthens intrinsic motivation and persistence, which translate to better grades and test scores (Wang et al., 2024). ICM practices (e.g., choice, collaborative norms, clear routines) operationalize such need support in daily instruction. **Collaborative/interactive structures**, often embedded within ICM, produce consistent learning gains (Manafa, 2025a). Meta-analytic evidence shows cooperative learning outperforms traditional instruction on achievement, partly via increased peer accountability and active processing (Gillies et al., 2025).

Contextual constraints remain salient. Socioeconomic status (SES) continues to predict achievement through stress exposure, cognitive stimulation and school factors; supportive classroom climates can buffer some SES-related risks (Hackman et al., 2025). **Student well-being** is also implicated: meta-analytic work links better mental health and resilience to higher academic performance, underscoring the value of behaviourally supportive, orderly and caring classrooms (Sirinath et al., 2025). Finally, **technology's role** is contingent. While targeted, instructional uses can aid learning, broad, unregulated use of smartphones/social media shows a small negative association with performance, highlighting the need for teacher-guided, goal-aligned tech routines, an ICM function (Ikegbusi, 2016).

Theoretical Framework

This study was grounded in **Lev Vygotsky's Sociocultural Theory (1978)**, which posited that learning and development occur through social interaction, cultural mediation and guided participation within the **Zone of Proximal Development (ZPD)**. Vygotsky emphasized that effective teaching requires teachers to scaffold learners' experiences, providing structured support that gradually enables independent performance.

In the context of innovative classroom management, this theory highlighted the teacher's role as both facilitator and organizer of the learning environment. Instructional creativity, behavioural regulation and classroom organization, key variables in this study, serve as mediating tools that promote engagement, collaboration and academic growth. Strategies such as differentiated instruction, cooperative learning and the integration of cultural and technological tools exemplify how teachers extend students' capabilities within their ZPD. Applied to public secondary schools in Anambra State, Sociocultural Theory provides a robust lens for examining how teachers' innovative management practices predict academic performance. It framed classroom management not merely as discipline but as a socially mediated process that fosters interaction, motivation and achievement.

Methodology

This study employed a correlational research design, which is appropriate for examining the extent to which teachers' innovative classroom management practices predict students' academic performance without manipulating the variables (Ikegbusi, 2022). The population consisted of all Senior Secondary 2 (SS2) English Language teachers and students in public secondary schools in Aguata and Ogidi Education Zones of Anambra State. Aguata Zone has 52 schools with 160 SS2 English Language teachers and 4,215 students, while Ogidi Zone comprised 40 schools with 102 teachers and 3,074 students. Purposive sampling was used to select Aguata and Ogidi Zones, as this technique allows researchers to focus on specific contexts that best illustrate the problem under investigation (Obi et al., 2022). The study concentrated on these zones due to persistent challenges such as

overcrowded classrooms, limited resources and declining English Language performance, which make them suitable for examining how teachers' innovative classroom management practices predict students' academic outcomes. From these zones, 20 schools were purposively sampled (10 from each), ensuring that only schools with SS2 English Language teachers and available academic records were included. The final sample comprised 52 teachers (30 from Aguata and 22 from Ogidi) and 920 students (540 from Aguata and 380 from Ogidi).

Instrument for data collection was Teachers' Innovative Classroom Management Questionnaire (TICMQ) which was a structured, self-developed questionnaire designed to measure teachers' innovative classroom management practices across three dimensions aligned with the research questions: Instructional Creativity (10 items), capturing the extent to which teachers employ creative instructional strategies. Behavioural Management Practices (10 items), assessing the extent of teachers' use of proactive and innovative behaviour regulation strategies. Classroom Organization Strategies (10 items), examining the extent of techniques teachers use in structuring learning environments. The TICMQ consisted of 30 items, rated on a four-point extent scale: Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1). Academic Performance Record (APR): Students' academic performance was measured using their official English Language termly test scores, obtained from school records. This served as an objective and standardized measure of the dependent variable.

A pilot study was carried out in Nnewi Education Zone, selected for its demographic and structural similarity to the study area. Twelve SS2 English Language teachers drawn from three purposively chosen public secondary schools participated in the trial. The reliability of the Teachers' Questionnaire (TQ) was assessed using Cronbach's Alpha. Results indicated coefficients of 0.80 for instructional creativity, 0.78 for behavioural management practices and 0.83 for classroom organization strategies. The overall reliability coefficient was 0.80, reflecting strong internal consistency and confirming the suitability of the instrument for the main study.

The main data collection extended over four weeks. With the support of trained research assistants, the TQ was administered to 52 SS2 English Language teachers across 20 purposively selected public secondary schools in Aguata and Ogidi Education Zones. Respondents were guided with clear instructions to enhance comprehension and ensure completeness. Concurrently, students' academic performance data were obtained from official school records, specifically the most recent termly English Language test scores, under the supervision of school administrators. Prior to fieldwork, formal ethical clearance and approvals were obtained from education zones and school principals to ensure compliance with research ethics.

Data were analyzed using simple regression in IBM SPSS Statistics (Version 26) to address the research questions and test hypotheses at the 0.05 level of significance. The predictive strength was interpreted based on Field's (2018) guideline: negligible (0.00–0.20), low (0.21–0.40), moderate (0.41–0.60), high (0.61–0.80), and very high (0.81–1.00). A positive regression coefficient indicated direct prediction, while a negative value reflected inverse prediction. Hypotheses were tested such that $p < 0.05$ led to rejection of the null hypothesis, whereas $p > 0.05$ supported its retention.

Results

Research Question 1: To what extent does teachers' instructional creativity predict students' academic performance in public secondary schools in Anambra State?

Table 1: Simple Regression of Teachers' Instructional Creativity on Students' Academic Performance

| Variable | Unstandardized β | Std. Error | Standardized β | R | R ² | Adj. R ² |
|--------------------------|------------------------|------------|----------------------|-------|----------------|---------------------|
| Constant | 21.384 | 3.672 | | | | |
| Instructional Creativity | 0.743 | 0.182 | 0.564 | 0.564 | 0.318 | 0.305 |

Teachers' instructional creativity predicted students' academic performance to a moderate extent ($R = 0.564$). The R^2 value of 0.318 indicated that instructional creativity accounted for 31.8% of the variance in students' academic performance. The standardized beta ($\beta = 0.564$) further showed that a unit increase in instructional creativity leads to a 56.4% improvement in academic outcomes. This demonstrated that instructional creativity is a substantial and moderate predictor of performance in English Language among secondary school students.

Research Question 2: To what extent do teachers' behavioural management practices predict students' academic performance in public secondary schools in Anambra State?

Table 2: Simple Regression of Teachers' Behavioural Management Practices on Students' Academic Performance

| Variable | Unstandardized β | Std. Error | Standardized β | R | R ² | Adj. R ² |
|----------------------------------|------------------------|------------|----------------------|-------|----------------|---------------------|
| Constant | 19.752 | 4.013 | | | | |
| Behavioural Management Practices | 0.526 | 0.167 | 0.492 | 0.492 | 0.242 | 0.229 |

Teachers' behavioural management practices predicted students' academic performance to a moderate extent ($R = 0.492$). The R^2 value of 0.242 indicated that these practices explained 24.2% of the variance in students' academic performance. The standardized beta ($\beta = 0.492$) confirmed that improvements in behavioural management lead to notable academic gains. These findings highlighted the importance of proactive and innovative behavioural management strategies in supporting students' learning outcomes.

Research Question 3: To what extent do teachers' classroom organization strategies predict students' academic performance in public secondary schools in Anambra State?

Table 3: Simple Regression of Teachers' Classroom Organization Strategies on Students' Academic Performance

| Variable | Unstandardized β | Std. Error | Standardized β | R | R ² | Adj. R ² |
|-----------------------------------|------------------------|------------|----------------------|-------|----------------|---------------------|
| Constant | 22.145 | 3.984 | | | | |
| Classroom Organization Strategies | 0.687 | 0.173 | 0.538 | 0.538 | 0.289 | 0.276 |

Teachers' classroom organization strategies predicted students' academic performance to a moderate extent ($R = 0.538$). The R^2 value of 0.289 revealed that classroom organization accounted for 28.9% of the variance in academic performance. The standardized beta ($\beta = 0.538$) indicated that improvements in classroom organization contribute significantly to better students' performance. This suggested that effective classroom structuring is a key factor in promoting academic success in secondary schools.

Test of Hypotheses

Hypothesis 1: Teachers' instructional creativity does not significantly predict students' academic performance in public secondary schools in Anambra State.

Table 4: Regression Analysis of Teachers' Instructional Creativity as Predictor of Students' Academic Performance

| Variable | Unstandardized β | Std. Error β | Standardized β | t-value | p-value |
|-----------------------------|------------------------|--------------------|----------------------|---------|---------|
| Constant | 21.674 | 4.238 | — | 5.113 | 0.000 |
| Instructional Creativity | 0.738 | 0.218 | 0.544 | 9.624 | 0.000 |
| Model Fit Statistics | Value | | | | |
| R | 0.544 | | | | |
| R ² | 0.296 | | | | |
| Adjusted R ² | 0.284 | | | | |
| F-value | 10.118 (p = 0.000) | | | | |

The model showed a moderate positive relationship ($R = 0.544$) with instructional creativity explaining **29.6% of the variance** in academic performance. Both the F-test ($F = 10.118, p < 0.05$) and t-test ($t = 9.624, p < 0.05$) were significant. Thus, H_01 is **rejected**, confirming that **teachers' instructional creativity significantly predicts students' academic performance**.

Hypothesis 2: Teachers' behavioural management practices do not significantly predict students' academic performance in public secondary schools in Anambra State.

Table 5: Regression Analysis of Teachers' Behavioural Management Practices as Predictor of Students' Academic Performance

| Variable | Unstandardized β | Std. Error β | Standardized β | t-value | p-value |
|----------------------------------|------------------------|--------------------|----------------------|---------|---------|
| Constant | 18.912 | 3.945 | — | 4.794 | 0.000 |
| Behavioural Management Practices | 0.652 | 0.205 | 0.511 | 8.732 | 0.000 |
| Model Fit Statistics | Value | | | | |
| R | 0.511 | | | | |
| R ² | 0.261 | | | | |
| Adjusted R ² | 0.249 | | | | |
| F-value | 8.912 (p = 0.000) | | | | |

Teachers' behavioural management practices demonstrated a moderate positive correlation with students' academic performance ($R = 0.511$). They accounted for **26.1% of the variance** in achievement. The regression model was significant ($F = 8.912$, $p < 0.05$; $t = 8.732$, $p < 0.05$). Therefore, H_02 is **rejected**, indicating that **effective behavioural management significantly predicts improved students' performance**.

Hypothesis 3: Teachers' classroom organization strategies do not significantly predict students' academic performance in public secondary schools in Anambra State.

Table 6: Regression Analysis of Teachers' Classroom Organization Strategies as Predictor of Students' Academic Performance

| Variable | Unstandardized β | Std. Error β | Standardized β | t-value | p-value |
|-----------------------------------|------------------------|--------------------|----------------------|---------|---------|
| Constant | 20.134 | 3.812 | — | 5.282 | 0.000 |
| Classroom Organization Strategies | 0.701 | 0.198 | 0.533 | 9.215 | 0.000 |
| Model Fit Statistics | Value | | | | |
| R | 0.533 | | | | |
| R ² | 0.284 | | | | |
| Adjusted R ² | 0.272 | | | | |
| F-value | 9.374 (p = 0.000) | | | | |

Classroom organization strategies exhibited a moderately strong positive relationship with academic performance ($R = 0.533$), explaining **28.4% of the variance**. The F-test ($F = 9.374$, $p < 0.05$) and t-test ($t = 9.215$, $p < 0.05$) confirmed statistical significance. Hence, H_03 is **rejected**, showing that **structured and well-organized classrooms significantly enhance students' academic performance**.

Discussion of Findings

Predictive Value of Teachers' Instructional Creativity on Students' Academic Performance

The study revealed that teachers' instructional creativity significantly predicted students' academic performance in public secondary schools in Anambra State. The regression analysis showed that when teachers adopt creative instructional approaches, such as interactive teaching, contextualized examples and problem-solving activities, students' engagement and performance levels improve considerably. This indicated that innovative teaching fosters students' motivation, attentiveness and deeper cognitive processing, which collectively enhance learning outcomes. This finding aligned with **Lee and Kim (2025)**, who demonstrated that instructional creativity significantly improves academic outcomes by stimulating curiosity and promoting critical thinking. Similarly, **Ikegbusi (2025)** found that higher levels of instructional creativity, such as using engaging, student-centered methods, contextualized examples and interactive learning tools, were associated with improved academic outcomes. However, **Adebayo (2025)** reported a contrary view, contending that in poorly resourced schools, the benefits of creative instructional practices are limited by infrastructural and contextual challenges, thereby restricting their overall impact.

Predictive Value of Teachers' Behavioural Management Practices on Students' Academic Performance

The results indicated that teachers' behavioural management practices significantly predicted students' academic performance. A positive relationship was established, suggesting that effective management of students' behaviour, through strategies such as reinforcement, consistent discipline and the creation of supportive learning environments, substantially improves students' academic outcomes. Effective behavioural management minimizes classroom disruptions, fosters a culture of respect and allows for sustained focus on instructional activities. This result is supported by **Chen and Roberts (2023)**, who found that teachers' behavioural management strategies strongly influenced learners' academic motivation and performance in Asian secondary

schools. Likewise, **Nwankwo and Adeyemi (2022)** confirmed in the Nigerian context that effective behavioural regulation enhanced students' concentration, which in turn translated into improved test scores. Conversely, **Smith (2022)** argued that behavioural management has only a marginal influence on achievement, suggesting that socio-economic and family-related factors may be stronger determinants of academic performance.

Predictive Value of Teachers' Classroom Organization Strategies on Students' Academic Performance

Findings further revealed that teachers' classroom organization strategies significantly predicted students' academic performance. The positive regression result suggested that well-organized classrooms, characterized by efficient seating arrangements, structured lesson planning and resource availability, create environments conducive to active learning, which improves student academic outcomes. Classroom organization reduces distractions, enhances time management and ensures equitable access to learning opportunities. This aligned with **Martins and Okafor (2023)**, who established that well-structured classroom settings directly enhance students' academic performance in Nigerian public schools. Similarly, **Zhang and Li (2022)** emphasized that organized classroom environments improve students' task engagement and reduce cognitive overload, thereby fostering better academic outcomes. In contrast, **Oluwole (2022)** argued that classroom organization alone may not substantially predict performance if not complemented by quality instructional delivery and adequate learning resources.

Conclusion

This study established that teachers' innovative classroom management practices, specifically instructional creativity, behavioural management and classroom organization, significantly predict students' academic performance in public secondary schools in Anambra State. The findings highlighted the vital role of teacher-driven innovations in shaping students' learning outcomes, as creative teaching strategies, positive behavioural interventions and well-structured classroom environments collectively enhance engagement, comprehension and performance. Thus, strengthening teachers' capacity to adopt and sustain innovative practices is indispensable for improving academic performance in secondary education.

Recommendations

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

1. **Capacity-Building for Instructional Creativity:** Targeted professional development programs should be organized by education zones to equip teachers with innovative, student-centered teaching strategies that stimulate active participation and deeper learning.
2. **Promotion of Positive Behavioural Management:** School administrators should institutionalize evidence-based approaches such as restorative practices and positive reinforcement, thereby reducing disciplinary issues and fostering a supportive learning climate that enhances performance.
3. **Improvement of Classroom Organization:** Policymakers and school administrators should ensure adequate provision of instructional resources and flexible classroom arrangements, enabling teachers to create structured, all-encompassing and distraction-free environments that can enhance learning outcomes.

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