

Rules and routines as effective classroom management techniques on perceived students' academic achievement in shorthand in Edo state, Nigeria

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ABSTRACT

Purpose: The instruction of shorthand is facing serious criticism among teachers in Edo state. There are doubts on the actual classroom management techniques used in teaching shorthand, leading to poor academic achievement of the students. The study seeks to investigate rules and routines as effective classroom management techniques on perceived students' academic achievement in shorthand in Edo state, Nigeria. **Methodology:** Two research questions and hypotheses were tested at 0.05 level of significance for the study. Descriptive survey research design was adopted for the study. The population of the study was 134 teachers, hence, as there was no sampling which was done. The instrument for collecting data tagged Teachers Classroom Techniques on Students Academic Achievement in Shorthand. The instrument used was validated by three experts. Cronbach's alpha method was used to compute reliability of the instrument which yielded a reliability coefficient of 0.83. T-test was used to test the hypotheses. **Findings:** The findings from the study revealed that classroom rules and classroom routines have to a high extent influence student academic achievement in shorthand. It also shows that teachers did not differ significantly on classroom management influence on student academic achievement in shorthand with respect to male and female teachers and rural and urban located teachers. **Implications:** Consequently, it was recommended that institutions should encourage training and retraining of business studies teachers on classroom management techniques that will lead to increased academic achievement. **Originality:** There is dire need for an effective classroom management technique in shorthand to enable shorthand instruction to be efficient in schools. **Conclusion:** Based on the findings of this study, the researcher concluded that the classroom management techniques highly influence students' academic achievement in shorthand.

Key words: Academic achievement, classroom management techniques, routines, rules, shorthand

INTRODUCTION

Shorthand is a business education subject in office education. It is the art of representing spoken sounds with

written signs. It has plenty of use in the business world; it is very useful to secretaries in public and private organizations to records minutes of meetings, telephone communication, and spell checking which helps them in their everyday work.

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Shorthand is taught right from junior secondary schools to tertiary institutions in Nigeria. The acquisition of shorthand skills by a trained secretary makes him/her relevant in the business world. This has made it an indispensable tool in every aspect of an organization which performs secretarial duties (Adeboye, 2000). A successful shorthand student is likely to have a brighter future ahead because of its usefulness in world of work. For example, shorthand notes are documents that can be used legally. Furthermore, shorthand is a vital skill for court journalists because in most jurisdiction cameras and recorders are not allowed in court during trial. It takes a longer time to get transcripts because they are not easily released. In developed world, such as the U.S and Britain, journalists are paid extra if they keep their shorthand skills above a certain minimum speed requirement. Secretaries are needed in every organization and competent secretaries cannot do without shorthand.

It is very important for a business studies teacher to create and maintain a productive classroom setting so as to attain the aim of the course. It requires some measures of teaching techniques or special methodology to impact on students offering skilled course like shorthand. Majority of these objectives are activated and achieved through the interaction of recipients and instructors in the class, hence, the classroom needs proper planning (Adeboye, 2000). There are many classroom management techniques that can influence academic achievement of the business studies students. These include rules, routines, classroom organization, and expectation of student behavior, the teacher understanding the students, attention, affection, and praise. This study will discuss a few of them that impinge on the achievement of students in a course like shorthand.

Classroom organization has been shown across many research studies as one of the main factors that affect students' academic performance (Marzono and Pickering, 2003). Classroom management is seen as one of the actions teachers use to create an accommodating environment for the academic and social-emotional learning of students (Everton and Emmer, 1982). It can also be seen as instructor's skill to jointly manage time, space, resources, students' roles, and behaviors to provide an environment that encourages learning (Alberto and Troutman, 1986). Webster's Dictionary (2010) defines a rule as "a fixed standard that regulates conduct." The instructor should set some rules for the students to adhere to for effective teaching and learning of shorthand. For example, the shorthand teacher can inform the class that he does not tolerate late coming in his class so that any student that comes late will not be allowed.

Another example is that the shorthand teacher can tell the students that they must have their writing materials before entering the shorthand class, so students without their writing materials will not eligible to enter the class. In the classroom, rules are occasionally modified fit for the classroom. Nonetheless, rules create the confines for students behavior (Nakamura, 2000), and constancy in their implementation is necessary for effective classroom organization.

A teacher ought to set rules for the students to adhere to for effective teaching and learning to go on. For example, a teacher can inform the class that he does not tolerate talking when lessons are going on. Rules are one of the basic techniques teacher uses to curb the excesses of students misbehavior in the class and when such rules are followed by the students, the teaching of business studies will go on smoothly without any distractions and when such rules are not followed by students, sanctions should be given.

Routines are bendable than rules; they are precise ways of doing things. For example, some common routines include taking attendance, disposals of trash, labeling of work, turning in homework, making a change during or between class activities, genuine emergencies, and move from one activity to another. Hence, routines shape the classroom environment (Wallace, 2011). It is necessary for the instructors to regularly give the recipients cues/routines that will remind them of suitable behavior. It is also necessary for a shorthand teacher to be excellent at planning and maintaining a good classroom environment because of skills involved in teaching shorthand (Wallace, 2011). Routines empower the recipients to be more accountable for their own behavior and knowledge in the classroom. Routines or procedures are precise ways of doing things that for the most part very little during the course of the lesson. For classrooms to operate efficiently and effectively, they need routines (McLeod et al., 2003). That is, routines include how to enter and exit the classroom, take attendance, lunch time, secure teaching resources, throw trash away, label work, submit homework, make a change during or between instructional activities, get to safety during drills and actual exigencies, and change from one action or place to another. Hence, routines determine the classroom environment. Efficient instructors use routines for daily tasks more than their ineffective colleagues (Stronge et al., 2003). They take their time at the beginning of the school session to teach the routines. After the routines are mastered, attention can now be on instruction (McLeod et al., 2003). Efficient instructors usually give students cues to remind them of behavior that is acceptable and efficient instructors are good at planning and managing a positive classroom environment.

Student's academic achievement means performance outcomes that show the extent to which a student has accomplished a particular goal that was the focus of activity in the instructional environment. Hence, academic achievement should be considered to be a comprehensive construct that comprises diverse areas of learning. Due to the fact that the field of academic achievement is a very wide and covers a broad variety of educational outcomes, the meaning of academic achievement is dependent on the indicators used to calculate it. The instruction of shorthand is facing serious criticism among teachers in Edo state. There are doubts on the actual classroom management techniques used in teaching shorthand which has led to poor academic achievement of the students. The study seeks to investigate rules and routines as effective classroom management techniques on perceived students' academic achievement in shorthand in Edo state, Nigeria. It is on the premise of this observed gap that this study focuses to ask: What are business studies teacher's classroom management techniques that could improve the perceived students' academic achievement in shorthand.

Statement of the Problem

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound classroom management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Unconducive learning environment in the public schools has posed serious problems to students' academic performance in shorthand over many decades ago. This trend has been on the increase on daily basis. Its prevalence has attracted the concern of the teachers, parents, the guidance counselors, and many researchers. Effective classroom management has been discussed extensively at educational seminars and workshops, with efforts aimed at bringing lasting solution to the problem of students' poor academic performance encountered in secondary schools. In most cases, classroom teachers become tired of using verbal instruction, corporal punishment in attempts to establish effective classroom management, but this method alone does not produce desired results. Thus, it becomes necessary to examine effective classroom management techniques on perceived academic achievement in shorthand in Edo state, Nigeria.

Purpose of the Study

The goal of this study is to determine business studies teachers' classroom management techniques on perceived academic achievement of students in shorthand in public schools in Edo state, specifically, the study will determine:

1. The extent teachers' classroom rules influence students' academic achievement in shorthand in Edo state public secondary schools
2. The extent to which business studies teachers classroom routines influence students' academic achievement in shorthand in Edo state public secondary schools.

Research Questions

The following research questions were raised for this study:

1. What is the extent teacher's classroom rules influence achievement of students in shorthand in public schools in Edo state?
2. What extent do business studies teachers classroom routines influence students' academic achievement in shorthand in public secondary schools in Edo state?

Null Hypotheses

The following null hypotheses were formulated:

1. There is no difference between male and female business studies teacher classroom management techniques on students' academic achievement in shorthand in public schools in Edo state
2. There is no significant difference between business studies teachers' in rural and urban secondary schools on classroom management techniques in Edo state.

Research Design

The study adopted descriptive survey design. This was used to elicit responses from respondents with questionnaire and analyzing data from only a few people considered representatives of the entire group. The area of the study was Edo state.

Population

The respondents of this study consist all business studies teachers in public secondary schools in Edo state where shorthand is taught. The total population of business studies teachers in Edo state according to the data obtained from Edo State Ministry of Education in 2020 was 134. They are Edo south 63, Edo central 34, and Edo north 37. Due to the relative small size of the population, the researcher decided to use the entire population for the study.

Instrument

The instrument employed to obtain information from the respondents is a structured questionnaire. The

questionnaire titled "Classroom Management Techniques on Students Attendance and Academic Achievement" was designed by the researcher based on insight gained from the literature reviewed. The instrument is divided into two clusters: Clusters A and B. Cluster A was used to elicit basic information on demographic variables of the recipients while cluster B of the instrument was broken into two clusters, namely, clusters B1-B2 covering the two research questions raised. Cluster B1 has 7 items which covered classroom rules on student academic achievement. Cluster B2 has 6 items which covered classroom routines on students' academic achievement. The instrument has a 4-point Likert response level of very high extent (VHE) 4 points, HE 3 points, low extent (LE) 2 points, and very LE (VLE) 1 point. The respondents are required to choose only one option as their assessment of the situation for each question.

To determine the validity of the questionnaire, the researcher adopted the face and content validity. This was done by given the instrument to the researcher's supervisor and two other experts in the Department of VTE, University of Benin, Benin city.

The reliability of the data collection instrument has ensured by administering it to 20 business studies teachers from Delta state who were not part of the study and coefficients obtained were 0.70 and 0.80 for the two clusters, respectively, using Cronbach's alpha. These figures were considered high enough for the instrument to be reliable.

Data Collection and Analysis

Copies of the questionnaire were given to the respondents by the researcher and duly collected. For the research questions, descriptive statistics of mean and standard deviation were used. The z-test statistics was used to test the null hypotheses. The mean and standard deviation were regarded as the measure which best represents the entire distribution of the data. Real limit of values was used for taking decisions on the items as follows.

Response categories	Rating	Boundary limit
VHE	4	4.50–5.00
HE	3	3.50–4.49
LE	2	1.50–2.49
VLE	1	0.50–1.49

The hypothesis will be accepted when the value obtained is ≥ 0.05

RESULTS

Research question 1: What is the extent teachers' classroom rules influence academic achievement of student in shorthand in public schools in Edo state?

From the data in Table 1, results of mean responses of the respondents of classroom rules on student achievement shows that the mean ranges from 2.63 to 3.68 and the variables 1–7 were rated as HE. The result also shows that all the variables on classroom rules have HE on student academic achievement in shorthand.

1. Research question 2: What extent do business studies teachers classroom routines influence students' academic achievement in shorthand in public secondary schools in Edo state?

From the data in Table 2, the results show that the mean ranges from 2.55 to 3.04 and the variables 1–7 were rated as HE. The result also shows that all the variables on classroom routines have HE on student academic achievement in shorthand.

Null Hypotheses 1

There is no difference between male and female business studies teacher classroom management techniques on students' academic achievement in shorthand in public schools in Edo state.

From Table 3, the results indicate that there is no difference between male and female teachers' classroom management techniques on student academic achievement as $P > 0.05$. The number of male teachers was 40 and the number of female teachers was 94. The mean for male teachers indicated 104.36 and that for female teachers showed 105.05. The standard deviation for male respondents stood at 10.60 and that of female respondents showed 10.65. The degree of freedom showed 132 and the t -value indicated -0.253 . The null hypothesis was accepted based on the fact that $P = 0.801$ was > 0.05 .

Null Hypothesis 2

There is no significant difference between business studies teachers' in rural and urban public secondary schools in Edo state on students' academic achievement in shorthand.

Results of the t -test in Table 4 show that there is no difference between rural and urban business studies teacher classroom management techniques on student academic achievement

Table 1: Mean and SD of respondents on classroom rules techniques on student academic achievement

S. No.	Item statement	Mean	SD	Remarks
1	Enforcing classroom rules engender quiet and well behaved shorthand class	2.95	1.02	High extent
2	Obeying classroom rules creates a conducive environment for effective teaching and learning of shorthand	2.76	1.16	High extent
3	Rules ensure disciplines class which improves students ability to follow the lesson of shorthand	2.63	0.98	High extent
4	Available wide variety of rules reinforce by teachers enhances student academic performances	2.75	1.00	High extent
5	A well explained rule enhances the teaching and learning process of shorthand	3.68	0.88	High extent
6	A real and immediate feedback enhances classroom management, thereby increases student academic performances	2.65	1.24	High extent
7	A well-acknowledged and reinforced student behavior increases student performance	2.85	1.43	High extent
	Total	2.94	1.06	High extent

Source: Field study, 2020

Table 2: Mean and SD of respondents on classroom routines techniques on student academic achievement

S. No.	Item statement	Mean	SD	Remarks
8	Effective classroom routines in a shorthand class enhance student focus	2.55	1.13	High extent
9	Classroom routines makes the teaching of shorthand easier for student to understand the lessons	2.99	1.00	High extent
10	Classroom routines positively influence the behavior of student and increase their concentration	2.58	1.23	High extent
11	Routines help shorthand students to be more accountable for their behavior and learning during instruction	3.04	0.99	High extent
12	The practice of routines in shorthand class provides corrective feedback to the teacher	2.79	1.01	High extent
13	Praise and encouragement given to the students enhances the successful completion of routines in the shorthand classroom	2.83	0.89	High extent
	Total	2.80	1.04	High extent

Source: Field study, 2020

Table 3: Results of t-test of difference between male and female business studies teachers classroom management techniques on student academic achievement

Respondents	n	Mean	SD	Df	t-value	P
Male	40	104.36	10.60			
Female	94	105.05	10.65	132	-0.253	0.801

Table 4: Results of t-test of difference between teachers of rural and urban on classroom management techniques on student academic achievement

Respondents	n	Mean	SD	Df	t-value	P
Rural	43	106.10	7.70			
Urban	91	103.71	12.38	132	-0.893	0.375

as $P > 0.05$. The number of rural located teachers was 43 and the number of urban located teachers was 91. The mean for rural located teachers indicated 106.10 and that

for urban teachers showed 106.10. The standard deviation for male respondents stood at 10.60 and that of female respondents showed 10.65. The degree of freedom showed

132 and the t -value indicated -0.253 . The null hypothesis states that there is no difference between male and female teachers' classroom management techniques on academic achievement of students in shorthand in schools in Edo state which was accepted.

FINDINGS

1. Classroom rules technique highly influences students' academic achievement in shorthand
2. Classroom routines technique highly influence student academic achievement in shorthand
3. There is no significant difference between male and female business studies teachers' classroom management techniques on students' academic achievement in shorthand in Edo state
4. There is no significant difference between rural and urban business studies teachers' classroom management techniques on students' academic achievement in shorthand in Edo state.

DISCUSSION

The extent business studies teachers' classroom rules techniques applied by business studies teachers influence students' academic achievement in shorthand. The findings from research question one have a HE on student academic achievement in shorthand in Edo state. In other words, classroom rules have has a very high correlation with students' academic achievement in shorthand. These findings agree with [Omomia and Omomia \(2014\)](#) which reported that the ability of teachers to manage the behavior of their students is critical in achieving positive educational outcomes.

The extent classroom routines applied by business studies teachers influence students' academic achievement in shorthand. The findings from research question two reveal that the relationship between business studies teachers' classroom routines and students' academic achievement in shorthand in Edo state is very high. This implies that classroom routines applied by business studies teachers significantly influence students' academic achievement in shorthand. The findings of [Aminu \(2006\)](#) showed that there is a strong relationship between routines techniques and students' academic achievement in shorthand and students' academic achievement in shorthand is in consonance with the findings of this study.

The result of the t -test analysis showed that the two groups of business studies teachers male and female and rural

and urban did not differ significantly in their rating on the influence of classroom management techniques on students' academic achievement in shorthand in secondary schools in Edo state, hence, the null hypotheses was accepted.

CONCLUSION

Based on the findings of this study, the researcher concluded that the classroom management techniques highly influence students' academic achievement in shorthand. These techniques which include classroom rules and classroom routines should, therefore, be sustained by business studies teachers in Edo state.

RECOMMENDATIONS

Deriving from the result of this study, the following recommendations were made:

1. Business studies teachers in Edo state should be able to apply classroom management rules technique. This will help to boost the academic achievement of students in shorthand
2. Business studies teachers in Edo state should put classroom routines in place for effective and efficient teaching of shorthand which will, in turn, improve their academic performance.

AUTHOR'S CONTRIBUTION

The first author wrote the introduction, background and references. The second author carried out the analysis, discussion and the conclusion part of the study.

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CONFLICT OF INTEREST

The authors have not declared any conflict of interests.

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